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ABSTRACT

Presented is the seminar notebook for an inservice training model to prepare special educators for roles as career education program developers, change agents, and catalysts within the structure of existing special education programs. Included are materials such as a listing of resources on career education, definitions of basic terms, graphs, and tables. The bulk of the document consists of outlines relating to the following seminar topics: basic concepts of career development; definitions, concepts, and philosophy of career education; career education in practice at the elementary school level; exemplary programs in career education; career education at the high school level; occupational information (how to make use of an invited speaker); values clarification and decision making; career education at the junior college level; self awareness; and sources of occupational information. (SBH)

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In-Service Preparation of Career Education Leadership Personnel: Training Model

Appendix II - Seminar Notebook

Teachers College
Columbia University

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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Dear Participant:

Welcome to the Teachers College Career Education Inservice Training Institute for Special Education Leaders. The College is privileged to have you associated with us and wants you to feel at home.

You have been selected to share this experience with us because it is felt that by working together, we can upgrade Career Education programs for exceptional students. The attainment of that objective constitutes our shared commitment.

Our house (T.C.) is your house. Please use it as your professional home. We are really looking forward to working with you in the weeks ahead.

Herbert Rusalem
Barbara Vorndran
Eva Hoffmann

SOME GENERAL INSTITUTE NOTES

I. You are now part of the Teachers College Community. As such, you will have access to library, faculty, and other resources. From time to time, we will call special events and resources to your attention. We hope that you will soon feel part of the family.

II. Each Wednesday you can ask the project assistant to order a sandwich and beverage for you for the next Wednesday.

III. Please use this notebook as a starter, adding to it other items that are distributed to you or that you discover yourself.

IV. The Project professional staff -- Barbara Vorndran, Eva Hoffmann, and Herb Rusalem are always available to help in Career Education matters. Please do not hesitate to use them.

V.

Let not anxiety drain out of your ids
And be not affected by latent fears,
Working together with handicapped kids,
We can build a lot of effective careers.

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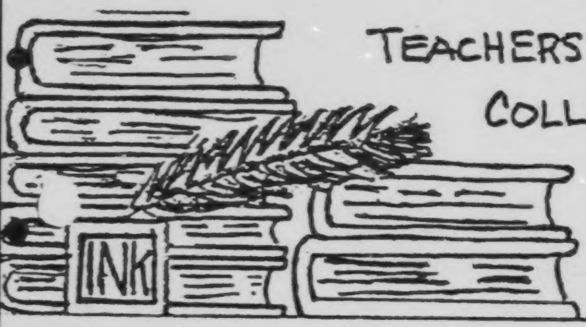

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SELECTED SOURCES OF INFORMATION

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Aug. 1976

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Career Education

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Developmental career education: primary years. ED 106 624
Elementary career educational activities: K-3. ED 106 544
Elementary career education guide, Volume I: self awareness. ED 106 610
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Idea book for career education: grades 3-4. ED 110 626
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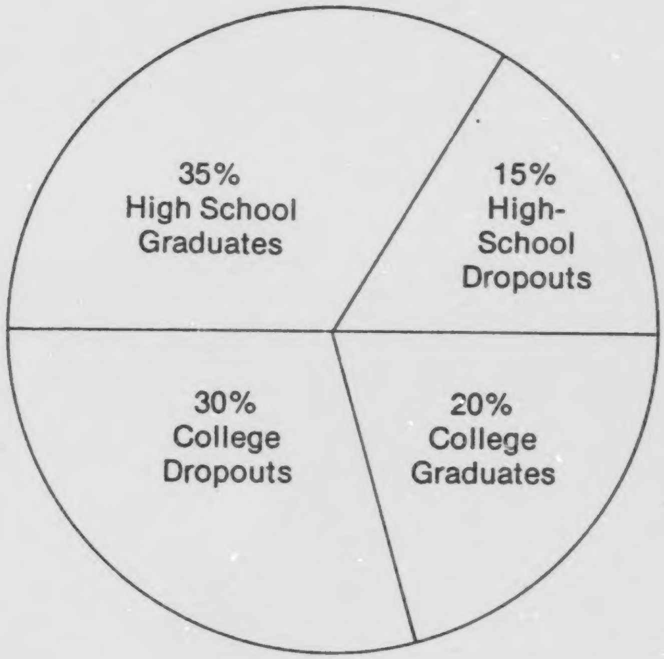
WHAT HAPPENS TO STUDENTS

100 enter junior high school
5 Drop-Out
95 enter senior high school
17 Drop-Out
78 graduate from high school
43 enter the labor market or establish a family
35 enter college
25 Drop-Out
10 graduate from a 4-year college

Schools
do not face the fact that 80% of
new full-time labor force entrants have not
completed college.

New Labor Force
(Oct. 69 - Oct 70)

16-24 years of age



Excerpts from:

CAREER EDUCATION, VOCATIONAL EDUCATION, AND OCCUPATIONAL EDUCATION: AN APPROACH TO DEFINING DIFFERENCES

by
Kenneth Hoyt
Associate Commissioner
Office of Career Education
U.S. Office of Education

Definitions of Basic Terms

"Work" is conscious effort aimed at producing benefits for oneself and/or for oneself and others. As such, it is unimportant whether such effort is paid or unpaid in nature. What is important is that it represent the basic need of all human beings to achieve-to accomplish--to do something productive that allows the individual to discover both who he/she is and why he/she is. With this definition, work is properly viewed as a human right--not as a societal obligation.

"Career" is the totality of work one does in his or her lifetime. Thus, any person can have only one career. That career typically begins prior to entering kindergarten and continues well into the retirement years.

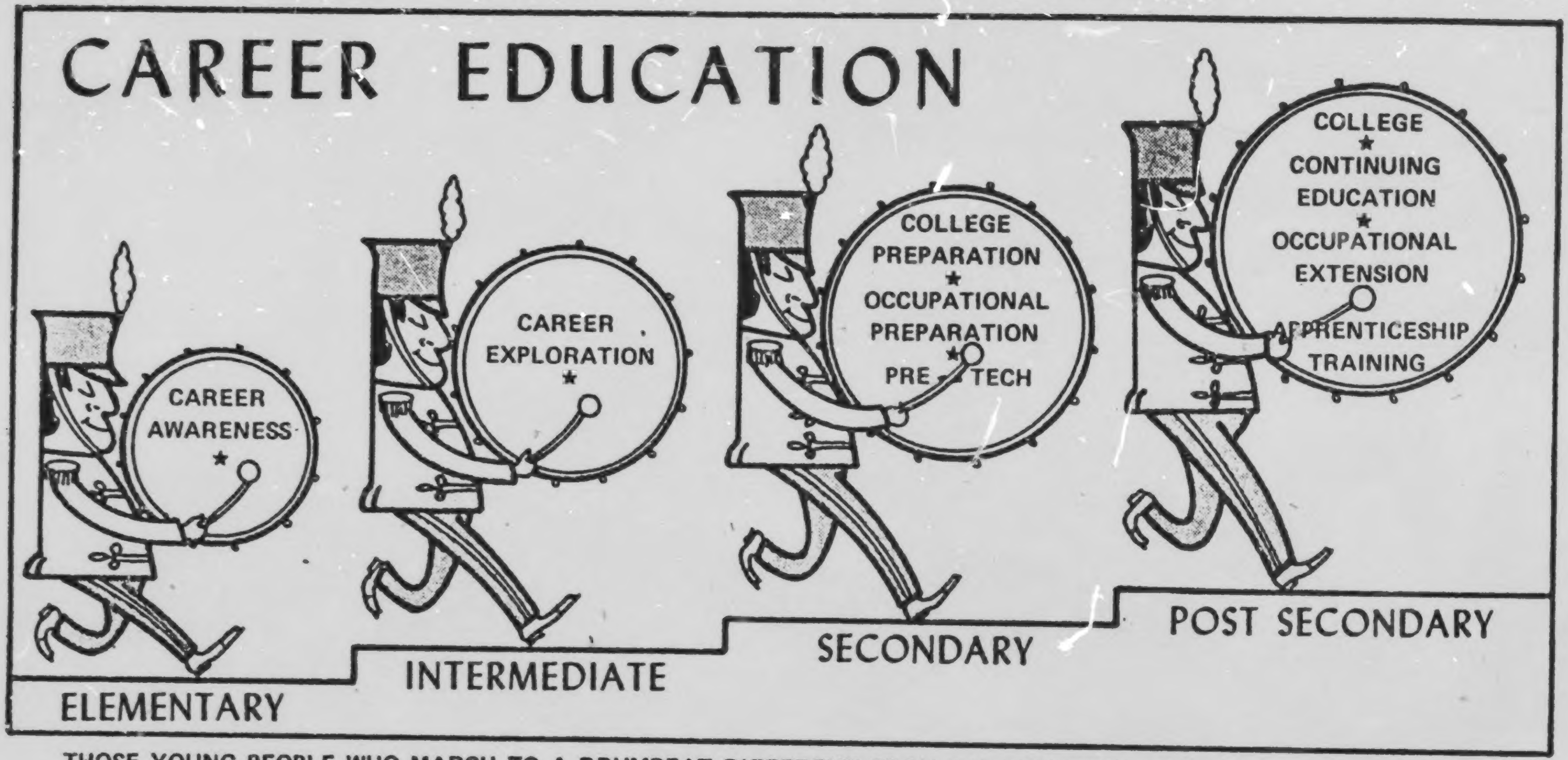
"Vocation" is one's primary work role at any given point in time. Vocations include paid employment, but they also extend to unpaid work roles. For example, we can speak of the "vocation" of the student, the full-time volunteer worker, or the full-time homemaker just as easily as we can speak about the "vocation" of the plumber, the physician, or the engineer.

"Occupation" is one's primary work role in the world of paid employment. Economic returns are always considered among the work values of persons engaged in occupations although these might not be considered at all by persons in certain vocations. The occupations of many persons will be synonymous with their vocations. One can never have an occupation without having a vocation although, of course, one can have a "vocation" without being engaged in an "occupation."

"Leisure" consists of activities, other than sleeping, in which one engages when not performing in his or her vocation. Thus, "leisure" holds possibilities for both "work" and for "play."

"Education" consists of all those activities and experiences through which one learns. As such, it is obviously a lifelong process and considerably broader in meaning than the term "schooling."

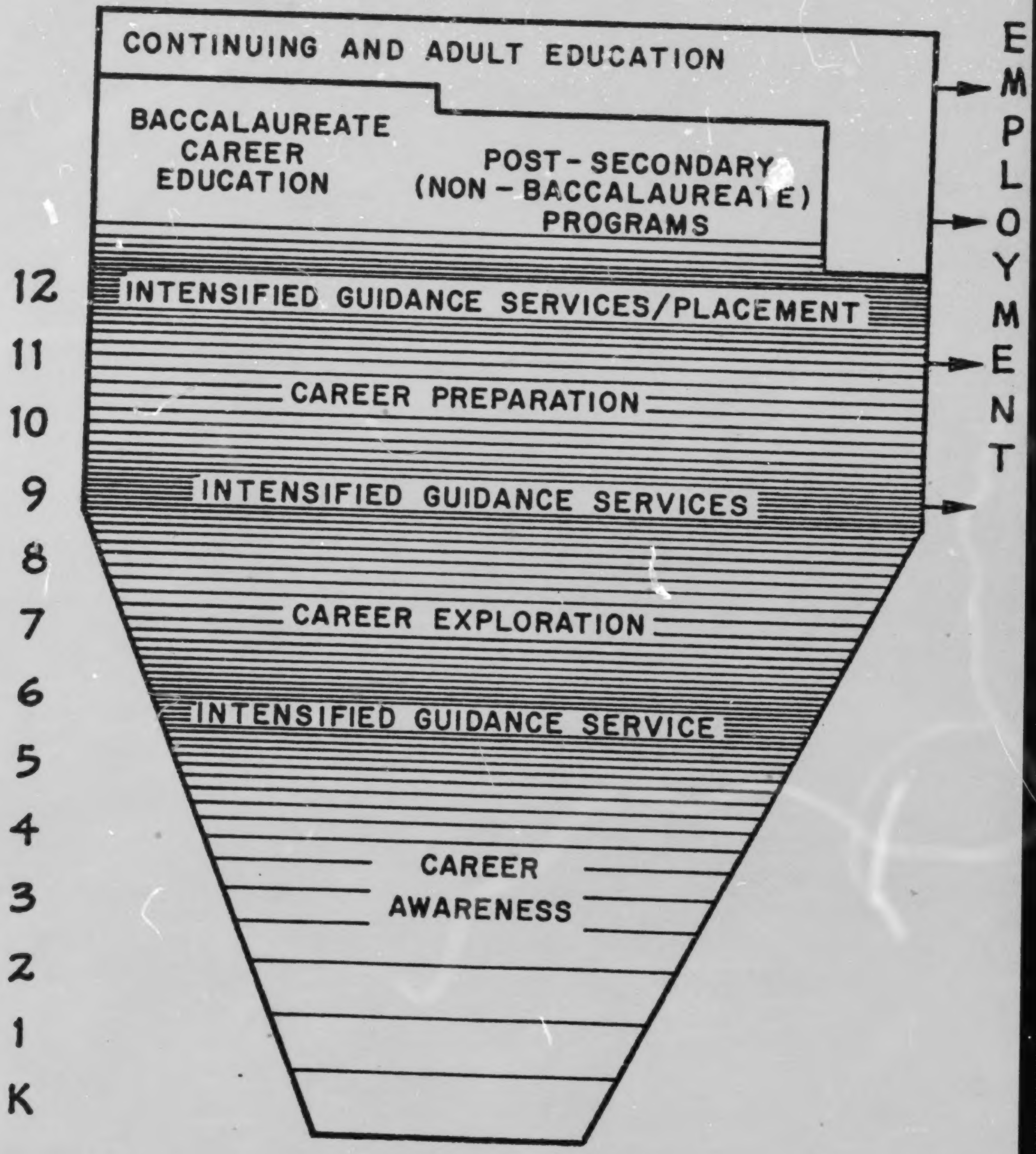
All that follows here is based on an assumption that these six basic terms are understood and agreed upon. Those who disagree with one or more of these definitions will necessarily find themselves disagreeing with the remainder of this presentation.


CAREER EDUCATION
CAREER AWARENESS ★
CAREER EXPLORATION ★
COLLEGE PREPARATION ★ OCCUPATIONAL PREPARATION ★ PRE - TECH
COLLEGE ★ CONTINUING EDUCATION ★ OCCUPATIONAL EXTENSION ★ APPRENTICESHIP TRAINING
ELEMENTARY
INTERMEDIATE
SECONDARY
POST SECONDARY

THOSE YOUNG PEOPLE WHO MARCH TO A DRUMBEAT DIFFERENT FROM THE ECONOMIC RHYTHM OF THEIR FATHERS

U.S. Commissioner of Education, Sidney P. Marland Jr.

A COMPREHENSIVE CAREER EDUCATION SYSTEM


CONTINUING AND ADULT EDUCATION
BACCALAUREATE CAREER EDUCATION
POST-SECONDARY (NON-BACCALAUREATE) PROGRAMS
12
INTENSIFIED GUIDANCE SERVICES/PLACEMENT
11
CAREER PREPARATION
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INTENSIFIED GUIDANCE SERVICES
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CAREER EXPLORATION
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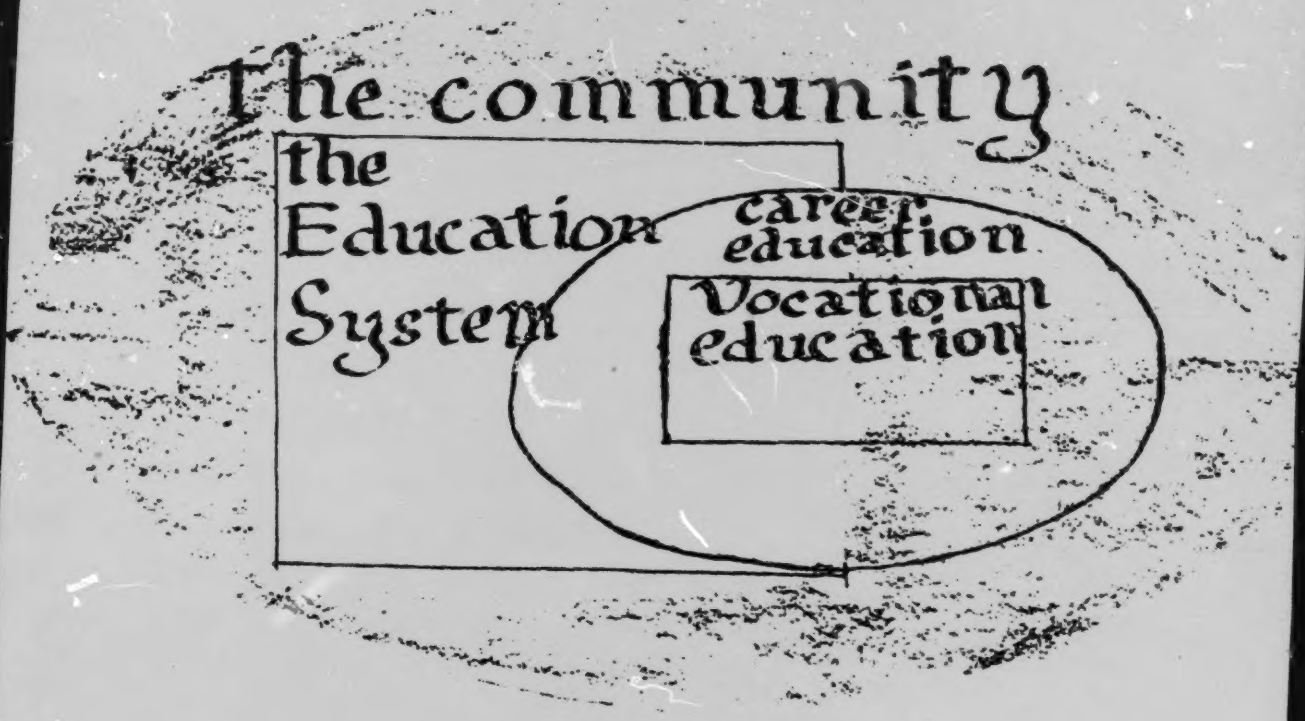
CAREER EDUCATION'S PLACE IN EDUCATION


The community
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CIC CAREER EDUCATION
A HANDBOOK FOR
IMPLEMENTATION

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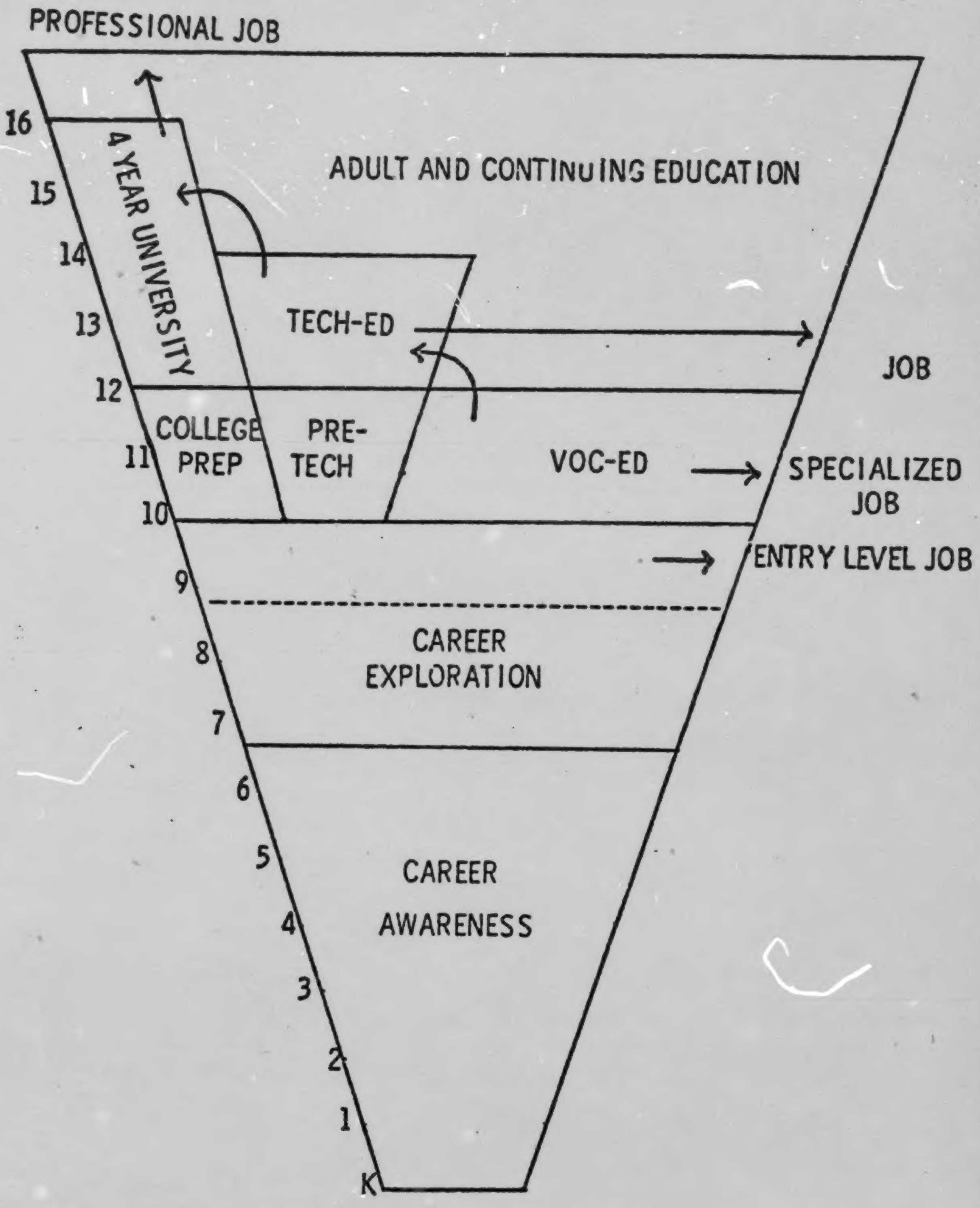
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ADULT AND CONTINUING EDUCATION
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JOB
COLLEGE PREP
PRE-TECH
VOC-ED
SPECIALIZED JOB
ENTRY LEVEL JOB
CAREER EXPLORATION
CAREER AWARENESS

CAREER EDUCATION

Career Education Instructional System

Definition of Career Education:

Career - is the totality of work one does in his or her lifetime.

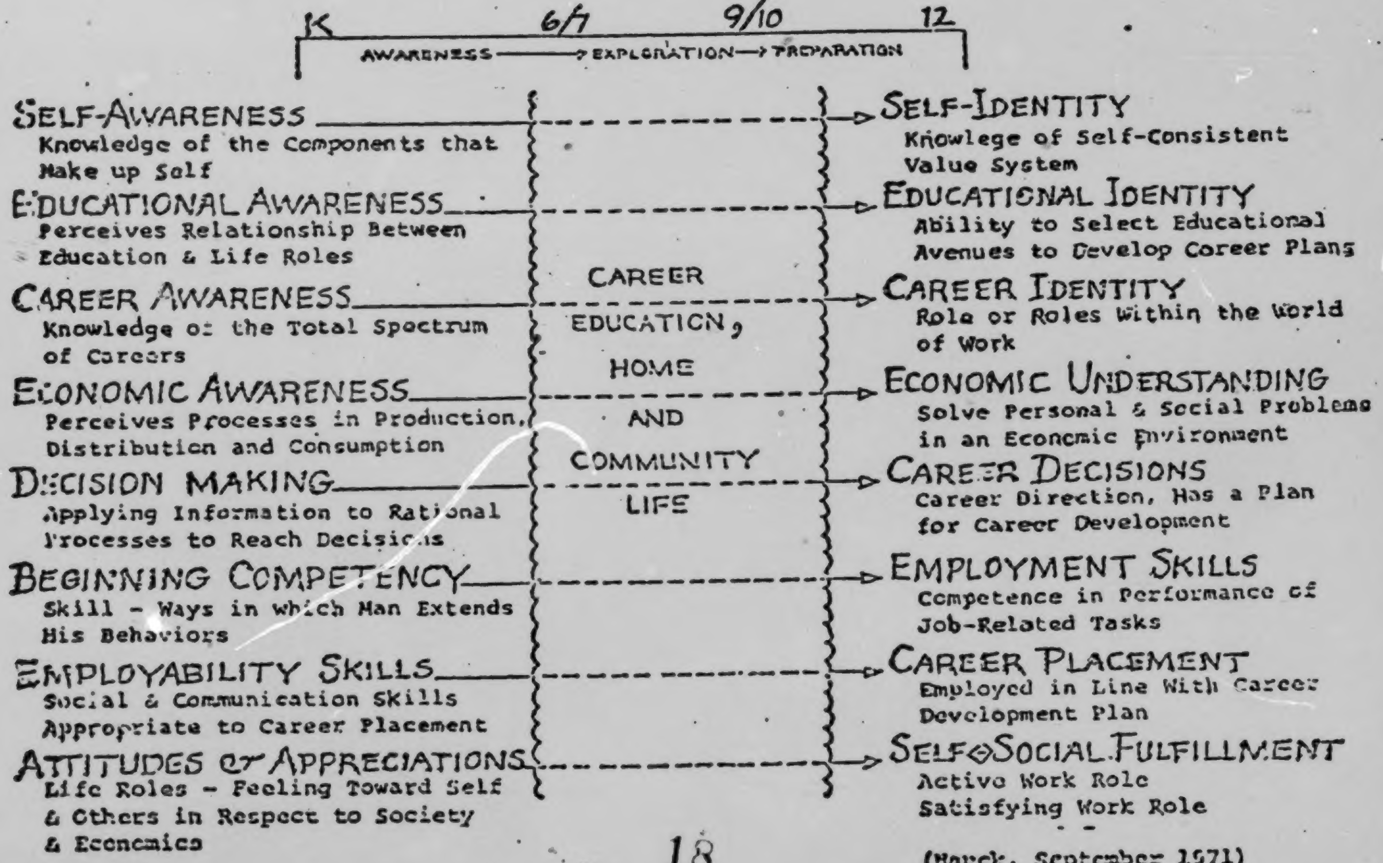
Education - is the totality of experiences through which one learns.

Career Education - is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

Work - is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Note: The definitions above are abstracted from An Introduction To Career Education, USOE Position Statement on Career Education, 1974.

ELEMENTS OF CAREER EDUCATION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AWARENESS → EXPLORATION → PREPARATION
CAREER EDUCATION, HOME AND COMMUNITY LIFE

SELF-AWARENESS Knowledge of the Components that Make up Self	SELF-IDENTITY Knowlege of Self-Consistent Value System
EDUCATIONAL AWARENESS Perceives Relationship Between Education & Life Roles	EDUCATIONAL IDENTITY Ability to Select Educational Avenues to Develop Career Plans
CAREER AWARENESS Knowledge of the Total Spectrum of Careers	CAREER IDENTITY Role or Roles Within the World of Work
ECONOMIC AWARENESS Perceives Processes in Production, Distribution and Consumption	ECONOMIC UNDERSTANDING Solve Personal & Social Problems in an Economic Environment
DECISION MAKING Applying Information to Rational Processes to Reach Decisions	CAREER DECISIONS Career Direction, Has a Plan for Career Development
BEGINNING COMPETENCY Skill - Ways in which Man Extends His Behaviors	EMPLOYMENT SKILLS Competence in Performance of Job-Related Tasks
EMPLOYABILITY SKILLS Social & Communication Skills Appropriate to Career Placement	CAREER PLACEMENT Employed in Line With Career Development Plan
ATTITUDES & APPRECIATIONS Life Roles - Feeling Toward Self & Others in Respect to Society & Economics	SELF & SOCIAL FULFILLMENT Active Work Role Satisfying Work Role

(Hauck, September 1971)

DEFINITIONS OF THE EIGHT ELEMENTS OF CAREER EDUCATION

a. Self-Awareness	Achieving an increased awareness of "Self" by developing an understanding of interests and aptitudes.
b. Educational Awareness	Increasing interests and/or achievements in the educational program emphasizing the basic skill areas.
c. Career Awareness	Increasing interest and awareness of the occupations that compose the world of work.
d. Economic Awareness	Understanding the world of work and its impact on self and society.
e. Decision Making	Making successful decisions related to career and self-satisfaction.
f. Beginning Competency	Demonstrating basic competencies upon exiting from high school.
g. Employability Skills	Demonstrating a "salable skill" upon exiting from high school.
h. Appreciations and Attitudes	Developing an understanding of the contribution of work, continual learning, the arts, and leisure qualities of life in achieving social responsibility and self-satisfaction.

CAREER EDUCATION MATRIX THEMES

Self Awareness

1. The student will recognize the relationship of his interests, aptitudes, and achievements to the realization of his career goals.
2. The student will learn about himself in relation to his culture through understanding and experiencing roles.
3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.
4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.
5. The student will recognize that self-knowledge is related to a set or system of values unique to him.
6. The student will learn to establish, although tentative, personally relevant goals.

Educational Awareness

7. The student will recognize that learning is a continuous process occurring inside and outside of school.
8. The student will recognize that educational experiences are a part of his career development.
9. The student will recognize that different career directions require varying types of educational preparation.
10. The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

Career Awareness

11. The student will understand the variety of occupations found in the world of work.
12. The student will understand the way in which occupations relate to needs and functions of society.
13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.
14. The student will recognize that his career includes progression through developmental stages of educational and occupational experiences.
15. The student will understand the relationship between career and life-style.

Economic Awareness

16. The student will understand the relationship between personal economics, life-style and occupational roles.

17. The student will understand the range of social and economic benefits associated with various occupations.

18. The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.

19. The student will understand the relationship of his present and anticipated occupational status to economic trends found in his community, state, and nation.

Decision Making

20. The student will identify and state personal goals as part of making career decisions.

21. The student will become proficient in identifying, and using resource information in making career decisions.

22. The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

Beginning Competency

23. The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

24. The student will become familiar with the use of basic tools, equipment and materials associated with business, commercial and industrial activities.

25. The student will develop an understanding of the interpersonal relationships resulting from the interactions of people in various occupational roles.

26. The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career of his choice.

27. The student will develop the skills necessary for employment in the career of his choice.

Employability Skills

28. The student will recognize the implications of working, with and without supervision, independently and with others.

29. The student will relate information about himself in selecting, learning, or performing duties.

30. The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.

APPRECIATIONS/ATTITUDES (See Affective Elements next page)

AFFECTIVE ELEMENTS FOR CAREER INFUSION

The guidance component for career infusion contains these affective elements:

1. The Decision-Making Process
2. Awareness of the Self-Concept
3. Appreciation/Attitudes

1. *The Decision Making Process*

    a. Students must be able to identify their values and state objectives which enable them to translate such values into action.

    b. Students must be able to evaluate and utilize the different sources and kinds of information available in the decision-making process.

    c. Students must be able to discover the existing alternatives in a given situation and to create new ones better suited to their needs.

    d. Students must be able to recognize both the short and the long range consequences of decisions.

    e. Students must be able to assess the risks and ramifications of decisions.

2. *Self-Concept*

    a. Students must show an awareness of the need for self-knowledge and must be able to make use of such self-knowledge.

    b. Students must have an awareness of the image they present to other people and its effect upon their ability to carry out their objectives.

    c. Students should be able to develop their career-aspirational level in accordance with their current strengths, weaknesses and values.

3. *Appreciation/Attitudes*

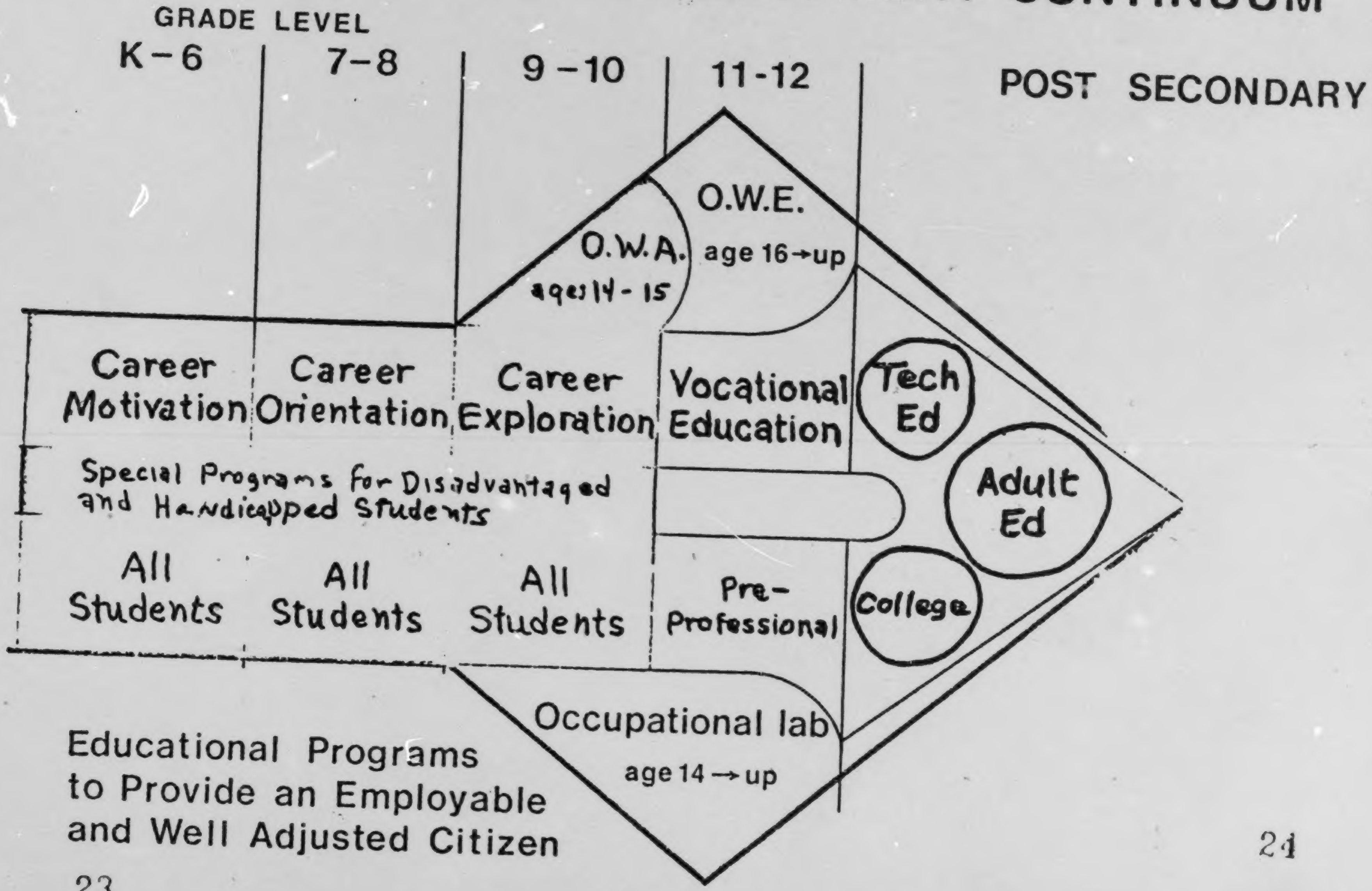
    a. Students should know their values and from whence they stem.

    b. Students should recognize the influence of their environment and of significant others in their life.

    c. Students should be able to modify their attitudes in accordance with the new information received and new situational demands.

OHIO STATE DEPARTMENT OF EDUCATION · DIVISION OF VOCATIONAL EDUCATION

OHIO'S CAREER DEVELOPMENT CONTINUUM



GRADE LEVEL

K–6

7–8

9–10

11-12

POST SECONDARY

O.W.A.
ages 14 - 15

O.W.E.
age 16→up

Career Motivation

Career Orientation

Career Exploration

Vocational Education

Tech Ed

Adult Ed

College

Special Programs for Disadvantaged and Handicapped Students

All Students

All Students

All Students

Pre-Professional

Occupational lab
age 14 → up

Educational Programs
to Provide an Employable
and Well Adjusted Citizen

CAREER EDUCATION IN OHIO

Career education is defined as a program which endeavors, through the regular curriculum, to provide all youth in the school with motivation toward the world of work, orientation to the many job opportunities available, and exploration of occupations consistent with individual interests and abilities which help youth benefit from and plan for pre-professional instruction or vocational education. The career education program also provides pre-professional instruction leading to further education, vocational education leading to successful entry and advancement in an occupation of personal choice, and training, retraining and upgrading instruction throughout an individual's work life which is consistent with the technology of the world of work and the individual interests and the needs of out-of-school youth and adults.

The successful career education program combines the efforts of the home and the school to prepare youth for successful entry into the world of work. The school integrates the career motivation, orientation, and exploration program with the regular curriculum and includes a strong family-life program to develop the positive influence of the home to its fullest potential.

A total career education program consists of the following phases:

1. A total *Family Life Program* within the school curriculum with special emphasis for disadvantaged people to help improve the care and motivation of pre-school children and assure a more positive impact of the home on the needs of school age youth.

2. A *Career Motivation Program* for all youth in kindergarten through Grade six which develops a positive attitude toward the world of work, inspires respect for all work and creates a desire to be a part of the world of work.

3. A *Career Orientation Program* in Grades seven and eight which provides all youth the opportunity to become aware of the many occupations open to those who prepare for them.

4. A *Career Exploration Program* in Grades nine and ten, or age fourteen and fifteen, which provides all youth with the opportunity to examine and gain firsthand experiences with several career opportunities consistent with individual interests and ability.

5. An *Occupational Work Adjustment (OWA)* for drop out prone fourteen and fifteen year olds which uses work as an adjustment process to prove to them they are worth something and to encourage them to stay in school and make better choices of a vocational program at age sixteen.

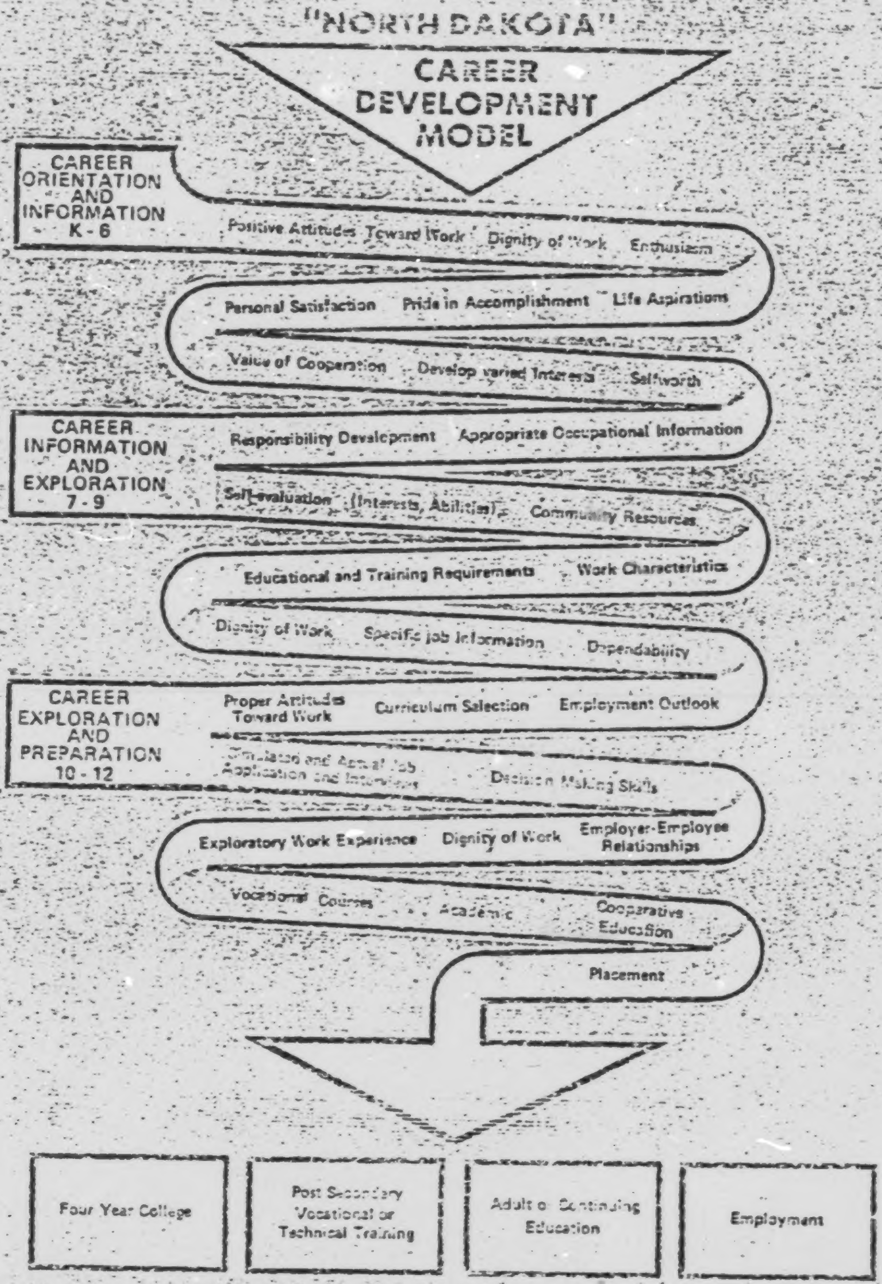
6. A *Career Preparation Program* for youth age sixteen and above which includes:

   A. a comprehensive vocational education program which provides job skills and technical knowledge and develops work habits and attitudes in preparation for employment,

   B. a comprehensive pre-professional education program which provides knowledge and foundations in preparation for professional education beyond high school,

   C. an *Occupational Work Experience (OWE)* for drop out prone boys and girls sixteen years of age or older to prepare them for employment through a cooperative type program.

7. A *Career Training, Retraining and Upgrading Program* for out-of-school youth and adults which provides the opportunity throughout adulthood to train, retrain and upgrade skills as technology changes and societal and individual needs and desires dictate.


"NORTH DAKOTA"
CAREER DEVELOPMENT MODEL
CAREER ORIENTATION AND INFORMATION K - 6
Positive Attitudes Toward Work
Dignity of Work
Enthusiasm
Personal Satisfaction
Pride in Accomplishment
Life Aspirations
Value of Cooperation
Develop varied Interests
Selfworth
CAREER INFORMATION AND EXPLORATION 7 - 9
Responsibility Development
Appropriate Occupational Information
Self-evaluation (Interests, Abilities)
Community Resources
Educational and Training Requirements
Work Characteristics
Dignity of Work
Specific job Information
Dependability
CAREER EXPLORATION AND PREPARATION 10 - 12
Proper Attitudes Toward Work
Curriculum Selection
Employment Outlook
Simulated and Actual Job Application and Interviews
Decision Making Skills
Exploratory Work Experience
Dignity of Work
Employer-Employee Relationships
Vocational Courses
Academic
Cooperative Education
Placement
Four Year College
Post Secondary Vocational or Technical Training
Adult or Continuing Education
Employment

For assistance in implementing Career Education in your school district contact:

Career Education
State Board for Vocational Education
State Office Building
900 East Boulevard
Bismarck, North Dakota 58505
Phone: (701) 224-2710

CAREER EDUCATION COORDINATOR CONSULTANT

The career education coordinator-consultant job description noted below is illustrative since this function will vary from one district to another. It should be remembered that the career education function probably will be one of a number of leadership functions assigned to the participant in the local special education program.

JOB DESCRIPTION

Career Education Coordinator-Consultant for Exceptional Students

The person holding this position will engage in some or most of the following tasks within the special education program of his local school system.

1. Communicates career education information to special education teachers, coordinators, supervisors and administrators.
2. Keeps special education personnel informed about new developments in career education.
3. Initiates and supports special education activities relating to career education.
4. Serves as a liaison with state rehabilitation agencies, sheltered workshops, community agencies, and other community deliverers of vocationally-oriented student services.
5. Conducts career education in-service training programs for special education personnel.
6. Prepares model career education infusion lessons at all school levels that can be adapted and used by special education teachers and assists teachers to create their own infusion lessons.
7. Serves as a fountainhead for career education materials that can be used in the classroom by special education teachers.
8. Involves employers and business and labor resources in the special education career education program.
9. Serves as a consultant to special educators in relation to their career planning activities with individual students and groups of students.
10. Trains and supervises special teachers in certain of their career educational and vocational guidance functions.
11. In selected instances of unusual difficulty, serves as the primary vocational counselor for handicapped students.
12. Guides special educators in evaluating students for careers and possible training experiences.

13. Helps special educators to plan prevocational experiences in such areas as self-care, mobility, work habits, handling of tools and equipment, relationships with supervisors and employers, techniques of applying for employment, the employment interview, standards of dress and demeanor, relationships with co-workers, safety on the job, money management, employers' pay procedures, and unions and employee organizations, among others.
14. Assists special educators to plan and implement training programs such as work-study, apprenticeship, rehabilitation facility training, personal adjustment training services, rehabilitation skills instruction, tutorial training, high school equivalency, school and college entrance, CETA and other manpower types of training, youth corps experiences, volunteer training, community commercial and trade schools, home and correspondence instruction, in-school and industrial job sites, and industry-sponsored training programs.
15. Cooperates with special educators in obtaining suitable job placements for selected students.
16. Conducts or assists special educators to conduct group vocational guidance programs.
17. In cooperation with special educators, conducts large scale vocationally-oriented activities such as job fairs, college days, work opportunities exhibits, career days, visits to industry, vocationally-oriented school assembly programs, regional vocational guidance days, and visits of representatives of commerce and industry to the school.
18. Serves as liaison with industrial arts personnel and vocational educators in the local school system.
19. Offers follow-through services in the community to students who have left school.
20. Assists students to find part-time, week-end, and vacation jobs in the community.
21. Represents the vocational aspects of the special education program in the vocational area vis-a-vis parents and community action groups.
22. Assists special educators to plan specific career education curriculum units.
23. Serves as an advocate for special education vocational programming in relation to the school administration, the local board, and other school and community groups.
24. Disseminates through special communication procedures appropriate occupational and educational information to special educators and their students so that they may plan more effectively for career development.
25. Participates in the use of job development banks, manpower conferences, and other group activities designed to augment vocational opportunities for handicapped persons.
26. Engages in other related activities that assist handicapped students to realize socially-approved career education objectives.

C. Tasks Associated With This Role

(Please see the job description above.)

D. Competencies to be Developed

COMPETENCY	TRAINING PROCEDURE	EVALUATION	CRITERION
• Train special educators in methods of infusing class lessons with career education.	1.1. Orientation Seminars on Career Education content and techniques of infusing career education material in special education lessons. 1.2. Demonstrations by the Project staff in the course of field supervision of methods of working with special educators in career education infusion activities. 1.3. Supervising participants in infusion activities designed to help special educators infuse their classes more fully in career education activities.	1.1. Through interviewing, project staff members will survey the career education infusion activities of special educators in participating school systems prior to, and after, the training program. The variables to be noted are: frequency of planned use of special teaching of career education materials in class lessons in the most recent one-month period, the level of sophistication of these infusion activities, and the number of lessons in a one-month period devoted primarily to career education topics.	1.1. This competency will be considered to have been substantially attained i at least 100 teachers in the participants' school system are judged to have advanced in the frequency and quality of their care education activities in the classroom **during the project period.**
Providing career education information and skills to special educators that will enhance their career education productivity.	2.1. Content seminars and skills workshops in which participants acquire and apply under supervision career education knowledge and techniques. 2.2. Implementation of knowledge and skills in the participants' school systems while serving special educators under field supervision in the planning and conduct of career education activities. 2.3. Demonstrating for special educators under project supervision techniques of planning and conducting	2.1. Early in the Program participants will be assigned to observe career education-infused lessons conducted by at least ten special educators in their respective systems and to rate these lessons in terms of accuracy and breadth of career information, infusion skills, and attainment of the career education objectives of the lesson. Toward the end of the training program, participants	2.1. This competency will be considered to have been substantially attained if at least 80 percent of the teachers sampled in the observations noted above reveal positive change in their infusion activities and if at least 100 of the total special education teachers served indirectly through the Project provide self-reports of positive change in their infusion competencies.

D. Competencies to be Developed - Continued

COMPETENCY	TRAINING PROCEDURE	EVALUATION	CRITERION
	career education learning experiences.	will be asked to repeat these observations on the same teachers and to rate their performance in same way. Changes that have occurred in teachers' infusion techniques will be ascertained through a comparison of these "pre" and "post" ratings. 2.2. Special educators in the participants' school systems will be asked toward the end of the project year to indicate the career education infusion benefits which they have gained as a result of the services of their Career Education Coordinator-Consultants during the Project period.	
Skill in training special education teachers to diagnose, enhance, and foster the vocational development of handicapped students.	3.1. A mini-course in each of the following areas: vocational development, vocational diagnosis, vocational planning and counseling, and vocational training and placement plus preparation in techniques of training teachers. 3.2. Supervised practice in each of these areas in participants' own local school systems. 3.3. Planning and conducting in-service training sessions for special education personnel in participants' own school system under	3.1. The Staff of the Project will observe participants conducting in-service training sessions with local special educators in the areas of vocational diagnosis, counseling, planning, and placement. Each participant will be rated on the basis of staff assessments of effectiveness in each of the above content areas. Ratings will be conducted on specially designed rating schedules and in accordance with rating manuals developed expressly for the Project.	3.1. This competency will be considered to have been substantially attained if at least 10 of the participants observed by the project staff are considered to meet project set standards effectiveness in training special educators in vocational diagnosis, counseling, planning, training, and placement and if the special educator conconsumers in at least 10 of the local school districts served report substantial benefits.

D. Competencies to be Developed - Continued

COMPETENCY	TRAINING PROCEDURE	EVALUATION	CRITERION
		3.2. Special educators participating in the in-service training, consultation, and supervision provided by the participants in their local districts will indicate the benefits they have derived in each of the content areas of this competency.	
Skill in conducting system-wide career education activities for special educators and their students.	4.1. Seminar in techniques of conducting large-scale career development activities, including career fairs, open houses, site visits, college days, and rehabilitation showcases. 4.2. With the assistance of the project staff, participants will plan and conduct at least one large-scale event for handicapped students in their local system. 4.3. With the aid and supervision of the Project staff, participants will conduct a special events for special educators and other workers in the local school system.	4.1. Administrators, special educators, and student participants in the events conducted will assess the activity in terms of its usefulness to the fulfillment of career education objectives. 4.2. Members of the Project staff will observe the events and rate them in terms of their effectiveness in realizing career education objectives.	4.1. This competency will b considered to have bee substantially attained at least 50 percent of administrators, specia educators, students, a Project staff members indicate that they fee that the event has ful- filled career educatio objectives effectively and if the project sta rates at least 50 perce of these events simila
Skill in interesting and involving external community agencies in the school system's special education career education program.	5.1. Seminar in techniques of conducting a survey of vocational and rehabilitation resources in the local community and in techniques of involving these resources in the school career education program for handicapped students.	5.1. On the basis video taped enterview, each Project participant will assess the degree to which community resources are involved in his local special education career education program prior to the initiation of project service. Similarly,	5.1. This competency will be considered to have been attained if at the end the school year, regula and systematic participation in the local car education program for handicapped students ha been achieved by at lea one local rehabilita

D. Competencies to be Developed - Continued

COMPETENCY	TRAINING PROCEDURE	EVALUATION	CRITERION
	5.2. Development and conduct of such a survey under project staff supervision. 5.3. Supervised experience in using the data obtained in the survey, to evolve and implement a plan for the systematic involvement of community vocational and rehabilitation resources in the school's career education program for handicapped students. 5.4. Supervised experience in procedures for incorporating community vocational and rehabilitation resources effectively into the career education program for handicapped students.	participation will be assessed toward the end of the project year and comparisons will be made between the findings at these two checkpoints. 5.2. Project staff members will compare the community organization plan developed by the participant with the actual degree of participation achieved by community resources and local career education program. They will rate the degree to which the plan has been realized in practice that is, virtually fully, largely, to some degree, and inadequately.	workshop, one hither to inactive state rehabilitation agency, one community counseling service, one manpower agency, and/or one state employment service in each of the communities represented by participants in the project.
1. Skill in providing solutions of difficult individual vocational adjustment problems of exceptional students that cannot be handled adequately by special education teachers.	6.1. A minicourse in vocational counseling and planning procedures. 6.2. Simulated case conferences at which participants will have practice in assisting special educators and students in working with difficult vocational adjustment problems. 6.3. Practice in offering career counseling consultation under supervision to special educators and exceptional students in the local school situation. 6.4. Case consultation with the project staff in regard	6.1. Participants will demonstrate their knowledge and skill of counseling and planning through simulated activities. 6.2. Participants will follow-up students and special educators to whom consultation and counseling service has been offered and will ascertain changes in vocational status and behavior which have occurred in individuals. 6.3. The Project staff will observe the level of consultant and counseling service offered by participants prior to the	6.1. This competency will be considered to have been attained if more than 60% of the students and the special educators served advance toward a solution of the presenting programs, if follow-up indicates that the student's vocational status has improved in more than 75% of the cases, and if project staff ratings indicate in more than 60% of the cases that participants' counseling and consultation skills have become increasingly

D. Competencies to be Developed - Continued

COMPETENCY	TRAINING PROCEDURE	EVALUATION	CRITERION
	to career counseling situations which require special expertise.	initiation, and subsequent to the delivery of project service, rating the participants in terms of counseling and consultation skill, response of the target individual, and outcomes of the observed counseling and consultation sessions.	effective in the local school situation.

A Continuing Project of the
CAREER SERVICES DIVISION

CAREER SYMPOSIUMS

A new concept for the presentation of Career Symposiums has been developed by YES in order to provide continual, up-dated labor market information to the greatest number in a 2300 member student body.

Educators today seem to agree that Career Awareness, which helps students to understand the number and variety of available occupations, necessary qualifications for successful entry into any one of them, and the opportunities and constraints relative to them, is vital to the successful transition from school to work.

In order to approach the more than 20,000 identified jobs in an orderly fashion, we chose to use the cluster* concept -- a means of grouping which enables us to show the entire spectrum of jobs within a given area and the special "flavor" and distinguishing characteristics relative to that area.

The Symposiums, a part of the on-going curriculum, are infused into the classroom schedule with invited speakers, chosen by the faculty and students from a list of available people, assigned to the classes requesting them. This also provides a good, workable format for demonstrating the career implications of the various subjects. Through a pass system, individual students can hear a particular speaker not assigned to one of his/her regular classes.

Where relevant, we also focus on some of today's problems and the people who are trying to solve them because the decisions being made -- at the city, state and Federal level -- are realities that young people will have to live with and pay the bills for in their adult lives.

Because student and teacher interest has grown with each symposium, the scope has been broadened to include participation by all schools in the system. It was estimated that attendance at the Marketing symposium sessions reached 5,000.

Funding is minimal, needed only for hospitality and promotional materials.

FOLLOWING are some highlights of the four Symposiums held to date:

Transportation and Communication - April 1-4, 1974

58 guests including writers, TV news photographer, director of TV network news, air controller, harbormaster, union representatives, etc. with closed circuit TV programming of two speakers.

The Arts - Performing and Visual** - November 6-8, 1974

75 guests: art therapist, architect, jeweler, poet, make-up artist, photographer, playwright, dance manager, etc. plus a craft exhibit and demonstration, a play produced in French by language art students, a piano recital featuring a world-renowned concert artist and a talented High School student and an exhibit of student and faculty art.

Government - October 17, 20-21, 1975

45 guests: Congressman, State Senator, former County Executive, consumer advocate, Assistant District Attorney, legal secretary, weather service meteorologist, etc. The kick-off session: "Role of Women in Government" featured a State Senator. An advocate of the ERA, she forecast its defeat -- and for the reasons analysts later gave. A member of the N. Y. C. mayor's committee talked about the fiscal crisis, and concluding the program, an all-day series of lectures, conducted through the gym classes, by the Deputy Sheriff who serves as Supervisor of the Bureau of Sex Crimes Analysis, talking to students about the increasing crime of rape and the preventive measures they should exercise.

Marketing - or Why We Buy What We Buy - March 15-16, 1976

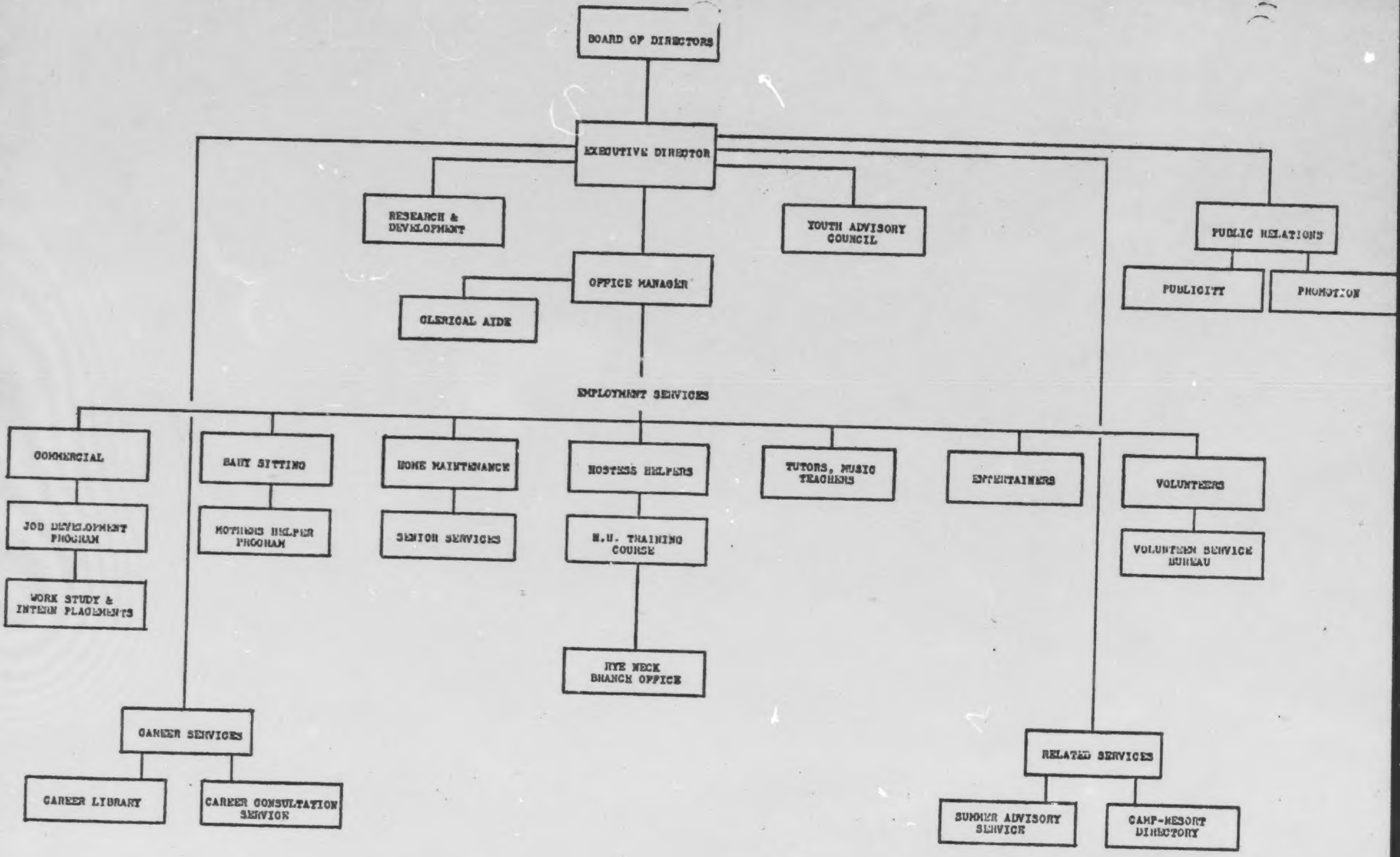
37 guests: advertising art director, bank teller, insurance underwriter, TV programmer, retail store owner, etc. A fashion show produced in cooperation with a world famous specialty store featuring student models was a "sell-out". For the first time students from two elementary schools attended. In addition, a mini-symposium was planned and held at one elementary school.

Note: Some copies of each of the programs, distributed to all High School students and faculty members, are still available.

* Original clusters identified by the United States Office of Education:

1. Natural Resources
2. Manufacturing
3. Construction
4. Trade and Finance
5. Transportation & Communication
6. Government
7. Education
8. Health and Welfare
9. Personal Services
10. Product Services
11. Arts and Humanities
12. Recreation and Entertainment

** A limited number of booklets, Working Model: Career Symposium on the Arts - Performing and Visual, prepared for presentation at the Association for Supervision and Curriculum Development Conference, April 29, 1975, are available on request. Address requests to: Mrs. Doris Keiser, Director of YES, or Mrs. Nancy Teply, Career Services Division.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CAMP-RESORT DIRECTORY

ORGANIZATIONAL STRUCTURE

YOUTH EMPLOYMENT SERVICE OF LARCHMONT-MAMARONECK, INC.

YES reports

The Youth Employment Service of Larchmont-Mamaroneck, Inc.
Employment, Training, Research and Development
Mamaroneck High School
Mamaroneck, New York 10543
914/698-2212

September 1976
Volume 1 Number 1

INTRODUCTION

THE YOUTH EMPLOYMENT SERVICE, INC., organized in 1963, included the following provisions in its certificate of incorporation:

> " The purposes for which it is formed are to organize, operate, and maintain, without profit, a service to assist young men and women of Larchmont and Mamaroneck between the ages of fourteen and twenty-one in finding employment on a temporary or permanent basis and to provide the guidance and training for these young people in order to improve their job skills and opportunities for employment and job advancement."

We consider work experience a very important means by which young people approach adulthood -- adding another and vital facet to the student role -- which, together, will enable them to make the eventual transition from school to the world of work easier and with more satisfaction.

The development of the service the past thirteen years reflects this philosophy and is in keeping with the mandate set forth by the original Board of Directors.

EMPLOYMENT SERVICES

Occupying two front desks in the large YES office, handling three telephone lines carrying 10,000 calls a year, filling over 2,000 jobs a year, the rotating staff of seven is the center of activity. Registered students may check an updated job list throughout the working day and, if interested, apply for any job for which he/she is qualified. The jobs are listed in seven categories (commercial, babysitting, household maintenance, hostess helpers, tutors, entertainers and volunteers) and range from part-time, temporary, seasonal to full-time (permanent). The rate to be charged the employer for jobs, other than commercial, is established by YES and geared to the minimum wage. No fees are charged by the service. Follow-ups are done on all jobs and permanent records are kept for both employees and employers.

Recognizing the importance of work in our lives, the service gives continual training and counsel to all interested and eligible young people so that these work experiences may be constructive.

We feel that good match-ups are important to both the employer and employee but emphasize that the final responsibility for hiring lies with the employer.

SENIOR SERVICES - This program has been developed in response to a special community need. Interested young people, under the supervision of the Chairperson of the Household Maintenance Division, do work for older area residents, such as housework, small painting jobs, running errands, reading, writing letters, etc. Senior residents pay one-half the established rate and an annual grant from a local community organization provides the money to pay the difference.

MOTHERS HELPER SERVICE fills requests for part-time to live-in summer jobs -- live-in jobs may be at vacation homes outside the community. Matching is done based on detailed forms filled out by both the employers and job seekers.

When the young person will be living in the home of the employer, each is interviewed separately and an employer-employee meeting is arranged before placement occurs. All placements and follow-ups are supervised by the Chairperson of the Babysitting Division.

INTERN AND WORK STUDY PROGRAMS. For the past several years YES has provided many of the placements for these two programs. This year one of the most interesting was that of a senior student intern working one day a week at the National Marine Biological Laboratory in New Milford, Connecticut. This came about as a direct result of a contact made during the Career Symposium on Government.

TRAINING PROGRAM

THE HOSTESS HELPER SERVICE trains students to help with at-home entertaining (dinner parties, wedding receptions, etc.) A training course -- given several times during the year -- is a prerequisite for placement, and a "how-to" manual is provided for the trainee. Each employer is also sent a memo outlining what he/she -- as a host/hostess, can reasonably expect of the student helper.

RELATED SERVICES

CAMP-RESORT DIRECTORY - In response to inquiries concerning possible summer employment in camps and resorts, YES has for the past several years compiled an up-to-date directory of all these registered facilities in the northeastern states accepting job applications. Questionnaires are sent them in January and when returned are arranged according to age, required skills, salary, etc. Interested young people can peruse the books themselves or with the help of the staff member in charge who also gives instruction in writing letters of application and preparing resumes.

THE SUMMER ADVISORY SERVICE answers the need for an information center for young people, concentrating in areas other than local employment.

Now in its fourth year, SAS has comprehensive up-to-date information on work-study camps, hosteling, and special interest camps (such as drama, music, art, sports, etc.).

An emerging and fast growing area of interest for high school junior and senior students is the number of colleges offering summer school courses for transferrable college credits. Catalogs and information are available to students and their parents. A booklet covering this area is being prepared for distribution in late fall.

CAREER SERVICES

THE CAREER LIBRARY has the following material available for students, faculty members, counselors and members of the community:

1. Career Information reference books -- hard and soft cover. These are also catalogued in the High School library and are available for circulation.
2. Vertical files -- career information on over 1500 job titles continuously updated.
3. Chronicle Guidance Occupational File of Facts -- cross referencing areas of study and career interest.
4. Videotapes of many speakers and sessions from the four Career Symposiums.

Funding for the library is provided by interested community organizations.

COMMUNITY CONSULTANTS FILE - Over 350 career consultants are on file from the Larchmont-Mamaroneck area as well as other parts of Westchester County and New York City. Many are listed as a direct result of the four Career Symposiums and are available to come to the schools to speak to classes or to talk with interested students on a one-to-one basis. The service is available to all schools, public and parochial, in this area.

MINI-COURSES - YES has modest funding available to work with faculty members in researching and helping to develop mini-courses relating to their discipline. The most recent was a request from a math teacher for material for a unit on "Personal Finance".

SUMMER JOB PROGRAMS

Because of the projected critical unemployment rate among young people last summer, YES developed a program called "Outlook '75" -- a public works program with projects of 2 to 8 weeks duration done for the three local municipalities. Money for salaries came from the broad-based community support in response to an appeal for "Dollar-a-Donor" gifts. In addition, the High School track team raised over $1000 from pledges collected at a 24-hour relay and the Senior Class donated its class gift of $500. Cooperating with YES, the Board of Education included in its budget an appropriation for funds to hire twenty-two students to do maintenance and painting at the High School.

One of the more important aspects of "Outlook '75" was an entire community working together to solve a problem of its youth.

Supporting our position that the best kinds of programs are developed at the community level, and recognizing that the private sector may not always be able to provide a sufficient number of jobs, "Outlook '75" was designated the model for the disbursement of Federal funds for Westchester County.

With an improving economy, but still serious unemployment rate, YES took a different approach this summer. Telephone calls to 900 business leaders asking them to "Pledge-a-Job" brought an overwhelming response -- and when a job wasn't available, money was donated in order to continue a scaled-down municipal program. The High School's Maintenance program was continued and an enlarged work force was assigned to all of the schools in the system.

Added to the other jobs available in the YES office, and for the first time in YES history, we felt that we could say we provided work for every diligent job seeker who came to our office.

ADVISORY SERVICE

VISITS BY OTHER COMMUNITIES - In the past five years, representatives from over thirty different communities have consulted with the YES office on how to set up a similar service. Representatives have come from not only Westchester County but also Rockland County, Connecticut, New Jersey, New York City, public, private and parochial schools and, recently, the Urban Affairs Section of the Manufacturers-Hanover Trust Company in New York City.

BOCES - The YES Director served on the planning committee for the first Career Clinic sponsored by the Westchester-Putnam-Rockland Personnel and Guidance Association (WPRPGA) and the Putnam/Northern Westchester BOCES held October 16, 1975. The committee has been meeting the last two months planning the second clinic scheduled for this fall.

PLANNED FOR 1976-1977

A series of Survival Skills workshops given by YES staff members, administrative personnel, and community consultants will be offered to students in the spring. Some of the areas to be covered will include money management, preparing resumes, writing letters of application, employee rights, personal appearance, understanding change in a highly technological society, etc. Called adaptability skills by many, these, along with specific skills, will better prepare the job seeker.

The fifth Symposium on Health Services is scheduled for November 16 and 17. In response to the many inquiries from other school districts concerning these symposiums, they will be invited to send interested personnel.

The Career Services division of YES is working with members of the English Department in developing a Writer's Workshop to be offered the Spring term 1977 for 15 seniors who have shown extraordinary writing talent and have an interest in pursuing a career in writing.

Classroom Mini-Lectures - YES personnel will be available to give teachers a hand when students ask, "Why are we studying this?" They will be prepared to go to the classroom to give a very brief summary of some of the current and projected job areas for which that particular subject and related discipline will play a role, answer questions and invite interested students to use YES office facilities to find additional information.

A Youth Advisory Committee will be appointed in September to work with the YES Director in order to provide a more effective liaison with all the eligible youth in the community. In this way we feel that YES can more effectively provide the kinds of services which best satisfy existing and developing needs.

Job Development Program - Work is continuing on this program by the Chairperson of the Commercial Division. Some interesting elements of it include:

1. Working with several large Westchester-based businesses to determine their youth hiring practices.
2. Periodic contact with this year's graduating class to determine work and school patterns.
3. Formation of a Community Council with representatives from: Local business, Industry, Schools, Unions and Service Agencies.

YES STAFF

Executive Director ..... Doris Keiser
Office Manager .... Barbara Torey
Employment Services ... Eva Benjamin, Sari Berliner, Pat Frank, Dorothy Korngold, Wilma Leinhardt, Edith Wald, Nancy Smoller
Related Services .... Louise Fishback, SAS   Lorraine Pollak, Camp Directory
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Note: You are welcome to write or call me for further information.

Doris Keiser
Director.

YES is a United Way Agency: Main Office, Mamaroneck High School; Branch Office, Rye Neck High School
Hours: 9:30 - 3:30 School Months - 9 - 12 Summer

CAREER DEVELOPMENT

Content

I. Definitions and Background

- A. Early concepts of career choice and development
- B. Impact of Ginberg and Associates
- C. Need for a Development Concept
- D. Relationship of a Development Concept with Career Education and Career Guidance
- E. Special Relevance for exceptional students
- F. Definition of:
  1. Vocational development
  2. Occupational Choice
  3. Vocational Maturity
  4. Vocational readiness
  5. Vocational adjustment
  6. Career Education

II. Approaches to Vocational Development

- A. Trait approaches
- B. Psychoanalytic approaches
- C. Accident approaches
- D. Hereditary approaches
- E. Environmental influence approaches
- F. Critical incident approaches
- G. Key person approaches
- H. Multi-factor approaches
  1. Super
  2. Crites
  3. Tiedman

   4. Holland
   5. Others

- I. Special approaches relating to the exceptional student

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- A. Current vocational activities
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- C. Firmness and appropriateness of choices
- D. Goal-directedness in school and work
- E. Nature of hobbies and other leisure activities
- F. Student's sense of closure and completeness
- G. Realism of current choices
- H. Nature of plans to implement choices
- I. Consonance of choices with self-concept
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IV. Use of Data Concerning Individual Vocational Development

- A. In planning individual and group career education programs
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- C. In offering programs of survival strategies
- D. In planning remedial educational and experiential programs
- E. In evaluating student progress toward vocational maturity

F. In prescribing work experiences

G. In planning vocational education programs

H. In holding exceptional students in school

I. In evolving work-study programs

V. Special Deterrents in the Vocational Development of the Exceptional

A. Protection and shelter

B. Experience deprivation

C. Fostering of dependency

D. Lack of work experience

E. Limited mobility and exposure to occupations

F. Stereotyping of lay and professional persons

G. Oversensitivity of the individual and those who work with him to the limitations of the disability

H. Employer resistance

I. Special educators lack of preparation and sophistication in career development

J. The reality of students' limitations

K. The acceptance of lower performance standards from capable exceptional individuals

L. Self-perceptions of difference and incapacity engendered by some special educators

M. Delay in time of entry into some form of employment

N. Overemphasis upon college attendance for exceptional students with modest abilities

O. Social immaturity deriving from lack of experience and isolation from the non-disabled

VI. Procedures for Fostering Vocational Maturity in the Exceptional

A. Early career education

B. Orientation of special education and rehabilitation personnel to vocational issues in the group

C. Early parent counseling and parent education

D. Introduction of work-related experiences in the kindergarten or earlier

E. Early industrial arts and vocational education

F. Establishment of a work ethic and work habits

G. Establishing self-awareness of vocational development

H. Involvement of the student in planning and implementing his own career education program

I. Involvement of rehabilitation personnel in school programs

J. Part-time, Summer, and Week-end work

K. Reading, observing, and taking to a wide range of workers

L. Stress on the relation between effort and economic reward

M. Opportunities for counseling in which development can be assessed with the student and plans made for remediation and advancement experiences

N. Planning reading programs in careers

VII. Resources

A. Bibliography

B. Films

C. Tests and measures

D. Career books and pamphlets (Lists of publishers)

A Laboratory Experience in the Career Education of the Handicapped

Objectives

1. Awareness of the developmental nature of career choice.
2. Awareness of the role disability plays in career development.
3. Skill in understanding the career choice process in an individual.
4. Skill in applying career choice data to the career guidance of an individual.

Concept

Career choices and vocational maturity follow a developmental sequence in a manner comparable to other human attributes (such as cognition, social skills, and intellectual functions). Through understanding the history of a student's career development, professional educators will be better able to understand the student's current vocational status, how this status was achieved, and how the process may be fostered in the future through career education activities.

The Career Development Interview

Step 1 in this laboratory experience is to devise an interview schedule which will elicit data from a student concerning past experiences and choices. Conceivably such a schedule might include almost the total history of the person since a case can be made for all life experiences having an impact on career development. However, for the sake of this laboratory session, you might set the following limits:

1. Choice points
   You might inquire about vocationally related matters at age 5, 10, 14, 16, 18, 21, and subsequent years.

2. Choices
   You might inquire about career preferences at each of these age points.

3. Reality
   You might ask the interviewee to indicate the degree to which choices at each of these points were realistic. For this purpose, define a realistic vocational choice and use your definition as a criterion against which to measure each choice.

4. Factors entering choice
   For each age point and choice, attempt to discover the factors in the life of the individual which encourage and discouraged the formation of this choice. e.g. the influence of parents and the neighborhood.

5. Sequencing
   Did each previous choice lead naturally to the next career choice? What effect did one choice have upon subsequent ones? Does there seem to be a relationship between one choice and those that follow it?

6. The Social Milieu
   Describe the social setting in which the individual developed. What part did this social milieu (e.g. economic level, urban-rural, point in American history, TV, minority group status, limitations) play in the vocational development of the individual?

7. The Educational Experience
   What role did the student's experience in school play in his vocational development? For example, did performance in certain school subjects influence him, or curriculum developments, or co-curricular activities?

8. Crises
   What part did crises play in the vocational development of your subject?

Explore such variables as serious illnesses, loss of loved ones, family break-up, economic failure, mental health problems, etc.

9. Awareness of Choices
   To what degree was the subject aware of his vocational development and to what degree does development seem to have occurred unconsciously or without full awareness? How does the subject view this in terms of helping or hindering his vocational development?

10. What forms of vocational development assistance, if any, did the person receive and how helpful was it?

When you finish your interview schedule, you should have a series of questions to be asked in your laboratory vocational development interview, a plan for administering this data schedule to your subject, and a means of recording the dat you elicit. Start your interview only after your dat schedule has been completed.

The insturctor will assign another student to your dyad. One of you will interview the other, completing his data schedule and, then the roles will be reversed so that the first interviewer becomes the second interviewee and the first interviewee becomes the second interviewer. After the two interviews have been completed, you each should have a completed data schedule avaiable to you which you administered and which gives you data about the vocational development of your partner.

Use of the Career Development Data

Using the data you have elicited, answer the following questions or perform the following tasks:

1. Does there seem to be some order or rationale behind the development of this individual's choices? If yes, spell out that order. If no, suggest why there is no apparent order in the developmental data?

2. As you examine this person's development, what do you feel are the major influences on his choices? Why were these choices more influential then other choices?

3. Do you see evidences of a developmental process? If so, draw an age graph showing the course of the career development of the person.

Career Development Demonstration

A Career Development Demonstration Lesson on Compromise

Note: This lesson will be taught to the Participants as though they were a group of secondary school exceptional students.

I. Objectives

A. To heighten student awareness concerning the role of personal limitations in career choice.
B. To focus students on their own limitations as a factor in career choice.
C. To build skills in effectuating compromises between desires and realities in career choice.

II. Initial Activity

If you had it within your power to strengthen any of your abilities, which would you strengthen? Would you eliminate your disability or would you strengthen some other parts of yourself? If you had all the abilities and possibilities you needed, what career would you really want to follow, remembering that nothing could stop you from doing anything you wanted to do in your career?

Let's take your wished-for career and let's see what stops you from doing it. Why can't you enter that career just as you are now? What are your barriers? Are they really barriers?

Let's take some instances of people who want to become something but can't. How would you advise these students to handle the difference between what they want to do and what is possible for them.

1. Jack Howard, 16, is a severe stutterer but he wants to become a radio announcer.
2. Mildred Stinnett, aged 15, is totally blind but would like to become a TV actress.
3. Tom Pearlman, aged 18, is cerebral palsied and in a wheelchair, but would like to become a security guard.
4. Joan Rhodes, aged 14 and deaf, has poor lip-reading abilities but would like to become a customer relations specialist in a large department store.

Given these possibilities:
  1. If you want something badly enough, strive for it.
  2. Don't reach for the impossible, compromise.
  3. Aim only for what is clearly possible so that defeat and compromise become unnecessary.

Which is the best strategy for a person with limitations?

III. Key Points
- A. In relatively few cases do people become precisely what they want to become in life.
- B. A few people persevere in their apparently impossible aspirations and achieve them. Most who pursue such aspirations, however, fail and experience disappointment and unhappiness.
- C. For most people compromise is a more successful strategy.

IV. Key Questions
- A. At what point should a student compromise in regard to career choice?
- B. How does one handle negative feelings about the compromise when it means giving up cherished hopes?
- C. Is it not cowardly to compromise?
- D. How does one arrive at a compromise that will maximize self-respect and satisfaction?

E. Is it possible to compromise today and perhaps later on reach toward the earlier preference?

F. In practice, how does compromise play a role in career development?

V. Career Education Principles Relating to Compromise

What have been some of the important compromises that you have made in your career thus far?
How did you adjust to the compromise?
How did the compromise work out in the end?

1. Compromise is inevitable in an imperfect world.
2. Compromise sometimes turns out well, maybe even better than the original aspiration.
3. View the compromise as in intermediate goal attainment -- movement in the direction of your preference.
4. Hang loose. In this way, you can move with the compromise or use the compromise as a jumping off point for bigger and better things.
5. Exceptionality generates needs for compromise. But, this does not need to be defeat.
6. No decision is final. Times and conditions change and the impossible today can become the possible tomorrow or the substitute can prove quite satisfying.

VI. Summing Up

DEFINITIONS, CONCEPTS, PHILOSOPHY OF CAREER EDUCATION

Content

I. Need for Career Education

A. Of 100 students entering junior high school, 80% do not complete college. 90% of all school education is academic (chart)

B. 20% of all jobs require 4-year college degree. 80% of all jobs require a high school diploma or training beyond high school but less than 4 years of college.

C. There are 22,000 different jobs in the U.S. Most high school graduates have heard only of 11 to 45. A better awareness of the variety of options is necessary.

D. Prevailing fallacious thinking:
   1. The more education the better one is prepared for work.
   2. The worth of an occupation depends on the amount of education it requires.
   3. Occupational interests are stable.
   4. What is learned in school, and is converted into passing tests is good preparation for post-school life.

E. Labor market trends indicate need for decision-making skills and flexibility throughout the life span.

F. Education for choice making should begin in primary grades.

II. Definitions of Career Education

A. Education to make a life and to make a living

B. Education for vocational, avocational and future needs.

C. The total effort of education and the community to help all individuals to become familiar with the values of a work-oriented society, to integrate such values into personal value systems, and to implement those values in their lives so that work becomes possible, meaningful and satisfying to each individual.

III. Goals of Career Education

A. Linking of education and work by:
   1. Removing barriers between education and work, provideing open-door access
   2. Emphasizing education as preparation for work at all school levels.
   3. Benefitting non-academically oriented student by relating learning experiences to many ways people spend their lives.
   4. Expanding educational and career opportunities by stimulating interest in learning necessary to pursue various kinds of work
   5. Giving students preliminary skills to enter any one of a cluster of different careers
   6. Encouraging students to enter non-traditional as well as traditional careers
   7. Believing that the business-labor-professional community and agency can provide learning experiences not available in a conventional classroom environment

B. Students' learning
   1. Making personal, informed career choices during the life process
   2. Identifying individual strengths and weaknesses, interests, aversions

3. Relating individual make-up to the world of work
4. Enabling all individuals to make personal informed career choices as they proceed through life
5. Recognizing career decisions are required several times during an individual's life span
6. Recognizing decision making relates to promotion and change as well as to selection of an occupation

IV. Career Education Values

A. Acceptance that all types of work have social worth for others in the community

B. Making unsatisfying jobs more meaningful

C. Technical skills are as useful as managerial/professional skills

D. In addition to life's work, other proper objectives for education are providing:
   1. Preparation for integrity in human relationship
   2. Tools for effective home and family life, leisure, citizenship, culture, mental & physical health

V. Elements of Career Education

A. Self Awareness -- achieving an increased awareness of "self" by developing an understanding of interests and aptitudes

B. Educational Awareness -- increasing interests and/or achievements in the educational program emphasizing the basic skill areas

C. Career Awareness -- increasing interest and awareness of the occupations that compose the world of work

D. Economic Awareness -- understanding the world of work and its impact on self and society

E. Decision Making -- making successful decisions related to career and self-satisfaction

F. Beginning Competency -- Demonstrating basic competencies upon exiting from high school

G. Employability skills -- Demonstrating a "salable skill" upon exiting from high school

H. Appreciations and Attitudes -- developing an understanding of the contribution of work, continual learning, the arts, and leisure qualities of life in achieving social responsibility & self satisfaction

VI. Difference Between Career Education and Vocational Education

A. Career education includes career awareness, exploration, decision making, preparation, entry, and advancement. Vocational education has only one of these components -- career preparation -- as its main thrust.

B. Career education is a comprehensive program for ALL persons, whereas vocational education, as it now exists concentrates primarily on mastery of occupational skills needed for one or more occupations.

C. Career education emphasizes both paid and unpaid work in the lives of individuals, whereas vocational education emphasizes preparation for work in the world of paid employment.

VII. Characteristics of a Good Career Education Program

A. The program involves all students at all levels.

B. It reflects in a coordinated fashion what is known about career development.

C. It is a collaboration between people within the educational system as well as between the educational institution and business and the community.

D. It is learner-centered in goals, basic methodology, and evaluation.

VIII. Questions

A. Should Career Education ever be taught as a separate subject? Or should it be viewed as an emphasis that permeates the existing curriculum?

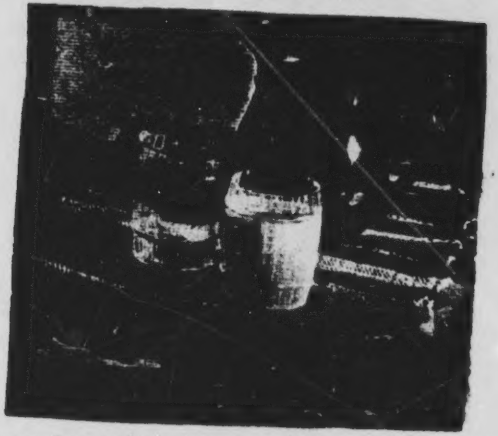
B. Should career education services be offered directly to students by career education specialists or the regular school staffs?

C. Should school emphasis fall primarily on education for life or education for careers?

D. Is there evidence that career education, does indicate, make an important difference for handicapped students?

CAREER AWARENESS

Laboratory Activity



A magazine picture provides this career awareness learning opportunity.

A. How many occupations does this picture bring to mind? We can think of twenty easily.

B. Can you name ten?

1.____________________ 6.____________________

2.____________________ 7.____________________

3.____________________ 8.____________________

4.____________________ 9.____________________

5.____________________ 10.____________________

C. Once you have named the occupations, what would be the next step in your use of the material in a class lesson on one level (K-12)?

____

____

____

____

D. Can you think of different subject areas where CAREER AWARENESS could be added to the material?

____

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____

E. With the help of newspapers, magazines or any other object, construct materials which help to illustrate one of the eight elements of career education.

F. Plan a Career Awareness activity that you help your teachers develop around the "Thanksgiving Holiday".

CONCEPTS

Demonstration

I. **Statement** -- Career Education does not mean teaching different things but teaching things differently.

II. **Objective**

A. To demonstrate how to infuse the career education element "economic awareness" into a variety of classroom subject matter

B. To help students understand the impact of the world of work on self and society

III. **Activity** -- Home Economics lesson on foods can also be taught as a Biology lesson or?

IV. **Questions**

A. What would we do without a supermarket in our community?

B. Why do we need consumer education?

C. Can you plan a week of balanced meals for four people including costs?

D. What goods are being made in your community which are concerned with nutrition?

E. How many food establishments are there in my community and how many people do they employ?

F. How does my family spend its money?

G. How can one budget one's income?

H. If you could spend $3.50 a day for food, how would you spend it?

I. Of how many careers connected with food can you think?

V. Discussion

A. Select one or two different grade levels or different subject areas to which to adapt economic awareness.

B. Should the school teach economic awareness?

C. Are there dangers in teaching economic awareness?

VI. Summing Up

CAREER EDUCATION IN PRACTICE AT THE ELEMENTARY SCHOOL LEVEL

Content

I. Educational Characteristics of Elementary School Children

A. Early Elementary: grades 1-2
   1. Attention span increasing
   2. Striving to accomplish skills demanded by adults
   3. Continued interest in the world around him -- eager & curious
   4. Developing greater imagination
   5. Demands application of rules
   6. Humor is developing, enjoys incongruous situations, misfortunes of others, slapstick
   7. Beginning sexual curiosity
   8. Learning to whistle and other motorskills
   9. Continues to seek independence from adults
   10. Continues to need warmth and security in adult relationships

B. Middle Elementary: grades 3-4
   1. Attention span longer, attaining independence in reading skill, may read with complete absorption
   2. Wide variation in ability and interest. Differences in interests of boys and girls are now evident. By age 9 many activities are sex-typed.
   3. Peer group acceptance becomes increasingly important. Very sensitive to criticism. Seeking standards of right and wrong, developing conscience
   4. Is more able to cooperate and work in groups
   5. Interest in collections is high
   6. Enjoys challenge of solving puzzles and mysteries, likes secret codes & languages

7. Improved coordination
8. Expanding interest in others. Deepened interest in the past.
9. Seeks specific information to answer his questions.
10. Enjoys slapstick humor in everyday situations.

C. Later Elementary: grades 5-6
   1. Rate of phsyical development varies widely: Girls about two years ahead of boys in development and reaching puberty; increasingly aware of body changes
   2. Understanding and accepting the sex role is a developmental task of this period. Girls display interest in boys.
   3. Sustained, intense interest in specific activities
   4. Increased understanding of the chronology of past events; beginning sense of child's place in time; able to see many dimensions of a problem
   5. Increased understanding of reality makes possible projection into the world of fantasy.
   6. Family relationships changing: Highly critical of siblings, By end of period may challenge parents' authority.
   7. Increased emphasis upon peer group and sense of belonging, deliberate exclusion of others, expressions of prejudice
   8. Begins to have models other than parents, may draw them from TV, movies, teachers, and books; beginning interest in future vocation
   9. Awareness of self and seeking identity, interest in feelings of self and others, search for values, interest in world problems

V. Students Should Gain During the Elementary School Years

A. Recognition of workers in the school and the community

B. Knowledge of variety and range of occupational skills

C. Ability to differentiate job requirements

D. Awareness and knowledge of the parents' occupations

E. Ability to formulate questions to interview people about their occupations

F. Become familiar with the values of a work-oriented society

G. Obtain a more balanced view of the world of work and its relationship to school and life in general

H. To understand the meaning of handicaps within the world of work

I. To understand other people's attitudes toward disabilities

J. To gain tools and techniques for circumvention of handicaps

VI. Special Concerns

A. Many elementary schools are criticized for emphasizing vicarious instead of direct experiences. This is especially true in regard to vocational information and experiences.

B. Good teachers have been emphasizing career implications of their subject matter for years.

C. Many teachers who are not aware of the career implications of their subject matter, lack experience in the world of work.

D. Exposure to the world of work of both teachers and students is not aimed at imposing work values, but should enlarge knowledge of variety of existing forms of work values.

VII. Aids

A. Career education instructional materials for the elementary level

B. In-service training to infuse career education into a variety of subjects

C. Assistance from specialists who work with class-room teachers, e.g. Special education, career education, subject matter

VIII. Use of Aids

A. Suggestions of class activities

B. Suggestions of way material now taught can be related to careers

C. Suggestion of lesson plans or kits of materials for specific instruction (e.g. Occupacs)

IX. Approaches to Career Education

A. School-wide activities involving as many teachers and students as possible in career education activities (fairs, career days, etc.)

B. Design, build, operate various business calling for skills learned in school

C. Use of parents
   1. Studying parent's occupation
   2. Parents share knowledge of their work in class
   3. Parents enlist community support for career education

ELEMENTARY SCHOOL

Laboratory Activity

Objective: To learn how to incoporate career education activities into classroom activities apprppriate to the student's developmental level.

Activity: I. Group members in groups of three or four will design lesson units based on the preceding demonstration. These will be apprpropriate for either grades

1) K - 2
2) 3 - 4
3) 5 - 6

They will incorporate one or more of the following developmental areas:

1) Individual and his/her environment
2) Economics
3) World of work
4) Education & training
5) Decision making
6) Self Awareness

II. Each small group will present finished product as a demonstration to all participants for critique and sharing.

QUESTIONS FOR DISCUSSIONS:

1. Can you demonstrate to others the career education needs of elementary school children?

2. Are any of the career education elements inappropriate at the elementary school level?

3. Have you guarded against occupational stereotypes in career education?

4. If the same lesson would be used for different age levels, what would the modifications be to prevent repetition for the student?

CAREER DEVELOPMENT DEMONSTRATION

Elementary School

OBJECTIVES: 1. To make students aware of the variety of occupations necessary to run a grocery store or supermarket.

2. To heighten student awareness of the need for a variety of workers to cooperate to get a job done.

3. To relate skills taught in the classroom to those used by a variety of workers.

ACTIVITIES: 1 Group members will elect appropriate work roles, such as bagger, bookkeeper, butcher, cashier, delivery person, inventory clerk manager, sales person, shelf stocker, vegetable man, truck driver, wholesaler.

2. Members spend 20 minutes to ½hour in occupation-appropriate activities during a typical supermarket work-day.

RESOURCES: 1. Classroom furniture set up to simulate supermarket.

2. If possible visit to supermarket or grocery store or have grocer visit classroom.

EVALUATION: 1. Elicit variety of occupations to run a supermarket.

2. Discuss skills necessary for each job.

3. Elicit other occupational situations where workers need same skills or have to cooperate to do job.

Review of purpose of demonstration.

CAREER EDUCATION IN THE MIDDLE SCHOOL

Content

I. Background (Middle)

   A. The middle school student -- physically, socially, mentally, emotionally

   B. A developing educational philosophy in the middle school

   C. Career Education in the middle school curriculum

II. Career Education Program Goals

   A. Expand student vocational options

   B. Clarification of values, interests and self-concept

   C. Expose students to a wide variety of occupations

   D. Help students develop information processing and decision making skills in relating self to career

III. The Career Education Curriculum

   A. Objectives

   B. Alternative approaches

IV. Exploration in Career Education at the Middle School Level

   A. Wide range of occupational exposure

   B. Hands-on activities

   C. Development of
      1. Decision making skills
      2. Planning skills

   3. Self confidence
   4. An awareness of work values
   5. An ability to gather and use occupational information

D. Identification of general areas of career interest

E. Values clarification, including:
   1. Self understanding and acceptance
   2. Awareness of differences among people

V. Innovative Programs and Curricula

CAREER EDUCATION IN THE HIGH SCHOOL
Content

I. Background

- A. The high school student
- B. Career Education in the high school curriculum

II. Career Education Program Objectives at the High School Level

- A. Provide students with in-depth exploration and preparation for job entry and/or further education or training
- B. Intensive guidance and counseling
- C. Work experience in a simulated or actual job environment
- D. Placement
  1. On the job
  2. In a post secondary program
  3. In an occupational education program
  4. In a four year college
- E. Follow up and evaluation

III. Student Outcomes in High School Career Education Programs

The student will demonstrate:

- A. Application of school experiences to problem solving
- B. Increasing focus on a tentative career choice
- C. Activity related to immediate and long range goals
- D. Use of personal strengths, interests and abilities

E. Occupational and occupationally related skill development

F. Economic awareness and consumer competency

IV. Implementing Career Education in the High School -- a Discussion About Some Model Programs

A. School based

B. Experience based

V. Implementing the Secondary Level Career Education Program

A. Incorporate Career Education concepts and activities into the existing curriculum -- infusion
    1. Basic skill preparation with a Career Education focus
    2. Self awareness
    3. Career Awareness and career exploration
    4. Career preparation

B. Add Career Education courses to the curriculum

C. Use Career Education topics for independent study

D. Career Education Unit

E. Career Education enrichment

F. Group project

VI. Instructional Methods and Techniques

A. Diagnose individual needs
    1. Standardized tests
    2. Student and teacher logs
    3. Anecdotal records
    4. Special considerations
        a. Self awareness
        b. Social growth & development

            - c. Developing values & interests
            - d. Planning & decision making skill development

B. Develop career concepts

C. Enrich
  1. Practice and reinforcement
  2. Skill drill
  3. Application and games
      - a. Role playing
      - b. Try out
  4. Exploration
      - a. Field experience
      - b. Resource personnel
  5. Preparation
      - a. Employability skills
      - b. Work experiences

D. Evaluate Career Education activities

CAREER EDUCATION IN THE JUNIOR COLLEGE

Content

I. Among the"Mission" of the Community College is:

A. to build careers through skill training;

B. to give students readiness, i.e. ability to benefit from the career orientation of the college and to firm up a vocational choice;

C. to help students enter and progress in a curriculum track;

D. to develop students requisite work habits and work attitudes;

E. to develop skills in an academic environment with intellectual and vocational demands.

* * *

II. Purpose and Function of Career Education in a Community College:

A. Career Education should aim at early employability in the career preference - since the career education courses are terminal;

B. Areas of concentration:

1. Acquisition of skills
2. Understanding of typical work environment
3. Job development & job application
4. Accepted behavior in occupation
5. Relevant occupational life styles
6. Career progression in the field
7. Techniques of career building
8. Types & sources of additional training
9. Introduction to related occupations
10. Unions & employee organizations

C. Special career education techniques at this level:

1. Internships & apprentice ships
2. Volunteer service
3. Observation of the occupation " in action"
4. Assisting the community college instructor
5. Role playing & practicing the life style of the occupation
6. Practice in job hunting
7. Participation in relevant employee occupations
8. Conducting job surveys

* * *

III. Special Problems:

A. Functioning on a"semi-professional" level-professional in some respects, not in others. Problem of value clarification

B. Pressure to arrive at early decision - community college is only two years and careers must decided upon early

C. Career Materials written for schools may not be sufficiently mature for this group.

D. Problem of additonal education:
4 year college - 2 year trade school

E. Changing nature of semi-professional occupations. Many are not stable and are evolving.

* * *

IV. State of the Art:

A. Much ferment in community colleges - but little really known about career education at this level.

B. Need for experimentation and research.

C. How to articulate with high schools and four-year colleges

D. Exciting career possibilities in community college career education

VALUE CLARIFICATION

Content

I. Definition of "Values"

   A. Objectives one seeks to attain

   B. Goals or ends person deems desirable

   C. 7 components of valuing:
      1. Prizing -- Prizing one's beliefs and behaviors
         a. prizing and cherishing
         b. publicly affirming, when appropriate
      2. Choosing -- Choosing one's beliefs and behaviors
         a. Choosing from alternatives
         b. Choosing after consideration of consequences
         c. Choosing freely
      3. Acting -- Acting on one's beliefs
         a. Acting
         b. Acting with a pattern, consistency and repetition
      4. Vocational values
         a. Intrinsic
         b. Extrinsic
         c. Concomitant (chart)

II. Need for Value Clarification

   A. Important step in decisionmaking is to understand and clarify values

   B. Values influence occupational decisions.

   C. Values affect perceptions. Perceptions important in making decisions.

   D. What the individual values in work and its rewards has significant effect on vocational development.

E. Value clarification approach is an attempt to help in identification of a value system, so people make their choice about which values to follow.

F. Once values are identified the individual can set goals and objectives.

G. Once values are identified individuals become more critical in their thinking and are more likely to follow through on decisions.

H. School staffs aid students in making realistic and satisfying decisions in their preparation for careers.

III. Studies Show

A. Values are basis for preferences as early as 5th & 6th grades

B. 9th grade boys value independence, salary & advancement.
9th grade girls value prestige, interest in work and working conditions.

C. Interesting work and prospects for advancement are more important for 12th graders than 9th graders.

D. Junior high school girls who are intelligent and high achieving sought careers offering intrinsic satisfactions. Low achieving, less intelligent girls sought educational objectives inconsistent with their abilities and talents. (May be due to inappropriate goals instilled by culture.)

E. Career satisfaction was the most highly valued occupational attribute of college students. Prestige was the least.

Note: Studies of values and occupations involve interviewing or administering questionnaires to subjects concerning their goals and objectives vis-a-vis careers. Often the responses were framed in the language of the questions asked to an extent that limited the resulting information. Teachers are concerned with the process of valuing not the content. In Career Education, values discussion is useful to generate self-understanding.

IV. Sources of Values

A. Culture
   1. Middle-class American society
   2. Sex stereotypes
   3. Occupational stereotypes

B. Personality needs
   1. Security
   2. Affiliation
   3. Dependence

C. Environmental press
   1. Classmates
   2. Gang
   3. Faculty
   4. Family

D. Religion
   1. Protestant Ethic: ambition, thrift, long-range goals, individual responsibility
   2. Catholic emphasis on acceptance of authority reflected in choice of jobs which offer structure and clear policy
   3. Congeniality of Protestant Ethic to Jewish work values: democratic, worldly, ascetic, individualistic, rationalistic, utilitarian

V. Techniques of Values Clarification in School

A. Setting aside a certain amount of time each day or each week

B. Incorporating into subject matter. (Teaching as fact, as concept, as value)

VI. Examples of Value Clarification Exercises

A. Coat of Arms

B. I am proud of .....
I am proud that .....

C. Values Voting: How many of you think that..................

D. Values Ranking

E. Dialysis Machine

F. My Values:

G. Five major values

H. Values That Have Little Importance to Me:

I. Career Values

J. Family Life Values

VALUE CLARIFICATION THROUGH SIMULATION of an INSTRUCTIONAL TECHNIQUE

- Demonstration

I. Objective

- A. To introduce and explain the use of simulation for value clarification
- B. To make the participants experience a value clarification exercise
- C. To demonstrate the emergence of a variety of values in any value clarification exercise

II. Activity

- A. Participants work in problem-solving groups of six until consensus is reached
- B. Each group shares its results with the whole group.
- C. Discussion of results as they show the variety of solutions and values

III. Materials: Trip to Mars

IV. Key Points

- A. Simulation as a way to abstract from reality
- B. Simulation as a safe way to filter salient points from a reality situation
- C. Most value clarification exercises can be adapted to a variety of age-levels.
- D. A value clarification strategy is a tool. Post-exercise discussion is more important than strategy used.

E. The influence of past experience on values

F. The influence of values on decision-making

G. There is no one right solution to all value clarification strategies.

H. If any group member gets the feeling that his values are frowned upon or ridiculed, he/she will stop sharing his feelings and thoughts about value issues.

I. Were there value conflicts, and how were they resolved?

J. The variety of solutions available for this particular problem all being of validity with the individual

V. Summing Up

TRIP TO MARS

The Situation:

Transportation to and from MARS as well as communication with the population have been successfully established.

Your team has been asked to design and build an educational system for the children living on MARS. This system is also to serve as a model for other educational systems.

The Task:

The load for your space ship is being determined. Your present task is to decide on ten educational items to be included. This is the only trip to be made this year. Thus, you need to decide on the ten most important items for educating children.

You and your group will discuss the items you want to take until you can compile a list of ten items with which everyone agrees.

THE TAXONOMY OF WORK VALUES

SUPER	HERZBERG	ROSENBERG	STEFFIRE	SCHAFFER
Security	Job security	Secure future	Security	
Prestige	Status	Status, prestige	Prestige	Socio-economic status
Economic Returns	Salary	Good deal of money	Money	Economic security
Achievement	Achievement Advancement Recognition	- - - -	- - - -	Mastery & Achievement Recognition-approbation
Surroundings	Working conditions	- - - -	- - - -	- - - -
- - - -	Company policy & administration	- - -	- - --	- - - -
Associates	Interpersonal relations-peers	Work with people	- - - -	Affection & interpersonal relationships
Management	Interpersonal relations -- subordinates	Leadership	Control	Dominance
Supervisory	Interpersonal relations -- superiors	- - - -	- - - -	Dependence
- - - -	Supervision technical	- - - -	- - - -	- - - -
Independence	- - - -	Free of supervision	Job freedom	Independence
Altruism	- - - -	Helpful to others	Altruism	Social welfare
Creativity	Work itself	Creative, original	Self-realization	Creativity & talent

SUPER	HERZBERG	ROSENBERG	STEFFLRE	SCHAFFER
Way of life	Factors in personal life	- - - -	- - - -	Moral value schems
Intellectual stimulation	Possibility of growth	Use of special abilities	- - - -	- - - -
Variety	- - - -	- - - -	- - - -	- - - -
- - - -	Responsibility	- - - -	- - - -	- - - -
- - - -	- - - -	Adventure	- - - -	- - - -

SELF AWARENESS

Content

I. Background

A. Each person combines physical, emotional, mental and psychological characteristics.
  1. Name
  2. Position and/or role(s)
  3. Nationality
  4. Race
  5. Sex
  6. Religion
  7. Attitudes
  8. Beliefs
  9. Values
  10. Behaviors
  11. Interests
  12. Abilities
  13. Limitations

B. People see themselves in many different ways because of factors that include:
  1. Life stages in personal development
  2. Self concept that is based on varying degrees of self knowledge
  3. Perception of how others view them (Note: Attitudes toward disabled persons)
  4. The disability experience
  5. The reflection of special "systems" for the exceptional and how one becomes aware of each

II. Components of Self Awareness

A. Knowledge of personal characteristics including abilities, interests, attitudes and values

B. Knowledge of individual uniqueness in personal characteristics and of the importance of developing and maintaining a positive self concept

C. Understanding of current and future life roles singularly and in combination

D. Awareness of the variety and potential affect of outside influences

E. Understanding and continuing development of socialization skills

F. Sensitivity to values held by others

G. Mastering Strategies for dealing with limitations

H. Coping with others' perceptions of exceptionality

III. Relating Self Awareness to Career Choice

A. Career Choice requires knowledge of self as well as knowledge of what different jobs involve and require

B. Most jobs require a variety of human qualities and characteristics

C. People are happiest when they like what they are doing and can do a job well

D. Career choice involves such considerations as:
  1. Can my interests and values be satisfied in this career?
  2. Do I have the ability to do what the job requires?
  3. Do I want the associated life style?
  4. Will my limitations be a barrier?
  5. What resources are available with which to manage any such barriers?

IV. The Model National Standard Career Education for Implementing Self Awareness in the K-14 Curriculum

Self Awareness Goal

A.	Grade K.	Understand the rights and responsibilities of the individual at home and in school
B.	Grade 1.	Know the importance of self as individual and group members
C.	Grade 2.	Be aware of capabilities and limitations of the individual

D.	Grade 3.	Recognize attitudes toward learning and their value in achieving individual goals
E.	Grade 4.	Relate mastery of educational skills to individual success
F.	Grade 5.	Be aware of individual rights and responsibilites as a worker
G.	Grade 6.	Select career clusters as related to individual strengths and weaknesses
H.	Grade 7.	Select career clusters as related to individual interests and abilities
I.	Grade 8.	Develop self perception of abilities and interests as related to actual career requirements
J.	Grade 9.	Build reality awareness perception--where am I compared to where I want to be
K.	Grade10.	Relate personal values and influence of others values on career choice
L.	Grade11.	Modify and/or accept differences between individual values and the influence of others on career choice
M.	Grade12.	Develop self confidence in anticipated career choice
N.	Grade13.	Apply self awareness experiences to assure success in a realistic career and life style plan
O.	Grade14.	Function within career decisions as a self sufficient, happy citizen

SELF AWARENESS

Laboratory

I. Develop a list of 15 items, activities, or experiences to complete the stem "I enjoy... Number each 1 through 15.

II. Classify your answers in the following ways:

A. By the DOT categories
  1. People
  2. Data
  3. Things

B. By the Kuder Interest categories
  1. Artistic
  2. Clerical
  3. Computational
  4. Indoors
  5. Literary
  6. Mechanical
  7. Musical
  8. Outdoors
  9. Persuasive
  10. Scientific
  11. Social services

C. By related factors
  1. Costs money
  2. Involves risk
  3. Requires others
  4. Is best done alone
  5. Work related
  6. Leisure activity

III. On the basis of these data, describe your interest patterns

IV. Now, develop a class session for handicapped students in the area of self-awareness that you can use as a model for the Special Ed people who work with you. Be certain to make any special provisions needed because of the disabilities of the students

V. Ask some of these teachers to use this lesson and evaluate it based on this feedback. Revise this lesson for future use.

DECISION MAKING

Content

I. **Definitions**

A. Decision making: rational process of choosing between known alternatives

B. Decisions are made through direct learned behavior, including not taking any action.

C. Decisions are made to satisfy needs or to implement self-concept.

D. Decisions are influenced, but not necessarily predetermined by circumstances or chance.

E. Individuals make decisions throughout life, but need to be conscious of their decision-making processes and how to use experience in making decisions throughout the career process to improve the quality of their decisions.

F. Decision-making starts early in life. (Fallacy: Student can't make realistic choices until senior high school.)

G. Career Decisions are influenced by:
  1. Aptitudes
  2. Intelligence
  3. Occupational prestige ratings
  4. Interests
  5. Vocational maturity
  6. Self concept
  7. Readiness to make choices
  8. Factors in the environment
  9. Past experiences

Basic Decision to make: What will I do?

Models: Tiedeman, Hilton, Gelatt (see charts)

H. Rational choice is based on:
   1. Systematic evaluation of personal aptitudes, capacities, interests, values, and environments
   2. Systematic evaluation of prospective rewards
   3. Advantages and disadvantages of various occupational fields and occupational roles
   4. Understanding of the alternatives and their consequences

I. Decision making involves:
   1. Defining objectives
   2. Collecting data
   3. Analyzing their relevance
   4. Studying possible alternatives
   5. Evaluating consequences

J. Cyclical nature of decision making
   1. Some decisions form the basis for future decision.
   2. Economy of using past in making current decisions

K. Stages: Period of anticipation, exploration, crystallization, choice, clarification
   1. Transition from one stage to another
   2. Fixation, regression, and progressions

II. Factors in Decision Making Process

A. Risk-taking inherent in any decision for action

B. Readiness:
   1. Willingness to engage in decision making
   2. Need for self-knowledge
   3. Need for occupational knowledge
   4. Opportunities to make decisions, thereby acquiring skill

C. Level of aspiration -- influenced by:
   1. measured intelligence
   2. self-appraisal

    3. Family values
    4. Family SES
    5. Peer concepts

D. Perceptions of:
    1. Jobs
    2. Of work
    3. Of society
    4. Of self

E. Self knowledge: Who Am I?
    1. Physically
        a. What do I like to do?
        b. What physical skills do I have?
        c. What physical environment do I like?
    2. Emotionally
        a. What I feel is important.
        b. What attitude I have about myself, my work, my future.
        c. What kinds of interpersonal skill do I have?
        d. What kinds of interpersonal relationship do I like?
    3. Intellectually
        a. What do I like to study and think about?
        b. What intellectual skills do I have?
        c. What kinds of intellectual challenges do I like?

F. Aptitudes and intelligence as measured by tests, school performance, out-of-school activities, and family and peer perceptions, e.g. GATB, SAT, DAT.

G. Interests
    1. People
    2. Data
    3. Things

H. Values
(See unit on values)

I. Life Style Preferences
    1. Manner in which a person characteristically reacts to settings and environment
    2. Characteristic directions and processes manifested by the student over time

J. Knowledge of requirements and opportunities:
   1. People sources (give examples)
   2. Thing sources (give examples)
   3. Working on the job
   4. Printed and picture sources

K. Weighing alternatives (an ongoing process of examining alternatives available for each decision)
   1. Review alternative action
   2. Review possible outcome
   3. Review probability of outcome
   4. Review desirability of outcome

III. Outcomes

A. Conditions under which decisions are made:
   1. Certainty (swimming pool)
   2. Risk (flipping a coin)
   3. Uncertainty (several possible outcomes)
   4. Combination (of risk and uncertainty)

B. Strategies:
   1. Wish strategy (choose what you desire most)
   2. Safe strategy (choose the most likely to succeed)
   3. Escape strategy (choose to avoid the worst)
   4. Combination strategy (combination of wish & safe)

NOTE: Ability to make choices can be enhanced by prior experience. Individual should be provided with many opportunities to make decisions to learn to recognize the risk and uncertainty involved.

C. Planning: Developing a step-by-step procedure to reach goal

D. Acting: (based on plan of action)
   1. Terminal decisions
   2. Investigatory decisions

E. Feedback into decision-making loop "Each decision changes or adds to the available data for the next one."

DECISION MAKING

Demonstration

I. Objective:

A. To participate in a decision making exercise

B. To analyze the use of information in decision making

C. To analyze the steps which go into the decision making process

II. Materials:

A Matter of Survival

III. Activities:

A. Participants will form groups of 6 and discuss the problem until a solution is agreed upon.

B. Each sub-group will share its solution with the whole group.

C. Each sub-group will defend its solution, citing the bases for its decision.

IV. Key questions for discussion:

A. How, if at all, did values influence the decision-making process?

B. Did past experience influence the decision-making process?

C. Did needs influence the decision-making process?

D. What were the conditions under which the decisions were made?

E. Did the problem include the potential for other solutions?

F. What might they have been?

G. Can parallels be drawn between this decision-making process and decisions on careers?

V. Summing Up

DECISION MAKING

Laboratory Activity

I. **Materials**:

List of occupations

II. **Activity**

A. Participants will place a (+) sign in front of five occupations each would choose.

B. Participants will place a (-) sign in front of five occupations each dislikes most.

C. Participants will go over the five positively identified occupations and choose three to mark with (++).

D. Participants will go over the five negatively identified occupations and choose three to mark with (--).

E. We will collect all of the (++) marked choices, and later, all of the (--) marked choices.

III. **Questions** (Do not respond to this section until the checklist results have been reported to the whole group.)

A. What do the positive occupations have in common?

B. What do the negative occupations have in common?

C. What do they tell about your needs and the needs of the whole group?

D. How can this instrument be used to demonstrate decision making to others?

E. How would you help your teachers design decision-making instruments?

F. It has been shown that different kinds of items such as recreational activities, or magazines reveal the same things about the individual making decisions. Can you think of non-vocational and vocational decision-making instruments that use items other than the list of occupations used in this laboratory exercise?

THE INFUSION PROCESS

Content

I. Infusion can be defined as the process of integrating Career Education objectives, concepts and activities into the existing curriculum.

II. Infuse Career Education

- A. As a vehicle to meet student vocational needs and interests
- B. Where Career Education elements are implicit in instructional materials and techniques
- C. When instruction can be enhanced and developed by including Career Education
- D. Where application of vocational development theory is desirable
- E. When community resources are utilized in a vocationally meaningful content

III. The Process of Infusion

A. Elements to infuse
1. Self awareness -- knowledge of self
2. Economic awareness -- the economic processes of production, distribution and consumption
3. Career awareness -- occupational options and opportunities
4. Educational awareness -- the relationship between education and life
5. Decision making -- rational use of information in making decisions

6. Beginning competency -- initial job skill development

7. Employability skills -- communication, computation and social skills
8. Attitudes and appreciations -- feelings about self and work

B. Career Education objectives fit within one or a combination of the educational domains
   1. Affective -- Students will appreciate a job that is well done by oneself or others.
   2. Cognitive -- Students will identify career opportunities that exist in the community
   3. Psychomotor -- Students will utilize tools and equipment associated with a selected occupational area.

C. Techniques of implementing Career Education objectives in the curriculum include:
   1. Activities such as field trips, role plays, work simulations, demonstrations
   2. Concept development
   3. Values clarification lessons and activities
   4. Teacher made and commercially prepared audiovisual and printed materials
   5. Career clusters

D. Techniques of student evaluation

IV. Sample Career Education Lesson Plan

SAMPLE LESSON I

STATE PROJECT TO IMPLEMENT CAREER EDUCATION (SPICE)

SAMPLE CAREER EDUCATION LESSON PLAN FORM

1. TEACHER: Edward Henrion, Jess Resnick
2. SCHOOL: Erasmus Hall High School
3. SUBJECT AREA & GRADE LEVEL: Art/Mathematics 10th-11th
4. DATE: ______________ (Unit format -- four or five 40-minute classes plus homework assignments.)
5. CURRICULUM AIM (CONCEPT): Architectural Design (Art)
6. CAREER EDUCATION ELEMENTS:
   - Self Awareness
   - Educational Awareness
   - Decision-Making
   - Attitudes and Appreciation
   - Career Awareness
7. OBJECTIVES

__ Students will be able to explain the architectural needs of their future family.

__ Students will be able to identify at least three problem areas in architectural and community planning.

__ Students will be able to identify at least two differences between the roles of an architect and a client.

__ Students will be able to explain the interrelationship of mathematics and architectural design.

__ Students will be able to compute the interior volume of a room or house.

__ Students will be able to translate a cubic volume of feet into inch equivalent using a scale $1' = \frac{1}{4}''$.

__ Students will be able to compute a space-cost factor within a given budget.

__ Students will be able to explain how the floor plan relates to their family needs.

__ Students will list and explain three vital services their community will need.

__ Students will list two reasons for choosing their land site.

__ Students will identify and discuss at least two favorable features in a neighbor's architectural design.

__ Students will be able to identify at least two kinds of problems which the architect must deal with. Explain.

__ Students will be able to identify the career cluster for architectural design. (Construction.)

8. PROCEDURES OR ACTIVITIES

Introduction: Students will be asked to pretend they are married. They will be given a previously prepared questionnaire asking such questions as:

__ Do you believe both you and your spouse should work? Why? Why not? (Teacher will lead a discussion on the relative merits and demerits of same.)

__ Would you like to have children? If so, how many? Why?

__ List all of the rooms you believe your house will require.

__ Given a choice of locales (and a hypothetical cost concomitant), where would you like to live; in a large city, in the suburbs, in a small town or in the country? Why?

1. Teacher will explain the overall goals of the project and groundrules.

9. RESOURCES:

BASIC TEXT______________

____

8. **PROCEDURES OR ACTIVITIES**
(cont'd)
(in order of use)

2. Math teacher will explain three basic math concepts:
   a. Volume computation.
   b. Space-cost budgeting.
   c. Scale -- 1'=$\frac{1}{4}$"

3. Each student will be expected to play two roles: architect for another student client and client for an architect. (Note: Roles cannot be reciprocated.)

4. As an architect, a student must consult with his or her client, determine needs (from questionnaire form), draw up floor plans to scale, have them approved by client and construct a model house. (Scale 1'=$\frac{1}{4}$".)

5. Each client will buy a plot of land (construction paper) at approximately \$3 per square foot. Total budget, including land and house is \$40,000. House cost will run approximately \$3 per cubic foot.

6. Teacher will act as an arbitrator should irreconcilable differences between client and architect arise.

7. A possible value-clarification exercise can be employed after floor plans have been drawn up but prior to model construction: Due to investment loss, \$4,000 must be subtracted from the budget. What changes in their design will they make? Why? (Optional problem)

9. **RESOURCES**

(cont'd)

Materials -- class supply of 11x14" construction paper. Class set of scissors. Class supply of Elmers or Sobo glue.

Personnel -- If available, a practicing architect

8. PROCEDURES OR ACTIVITIES (cont'd) (In order of use)

9. RESOURCES (cont'd)

8. For possible "extra credit," students who finish their role requirements can design and construct public service utility buildings such as firehouse, police department building, hospital or shopping center, etc.

9. When all models have been completed and community locations determined, students will be asked to report to the class on their projects. They must be prepared to defend their final design.

10. EVALUATION:

In addition to displaying their projects and explaining same for other classes, students may be given a questionnaire (pre-post) based upon five or more of the stated objectives.

Sample interviews can be conducted with students as to their reaction to the problem and suggestions for the future. This kind of an evaluation device can be recorded on audio tape and, if equipment is available, recorded on 8mm film or TV tape along with their models for future use.

Random question and answer format can be used during the students' class presentation.

THE INFUSION PROCESS

Laboratory

I. Use a lesson plan developed by a teacher in your system (or provided in the Institute). Stipulate a handicap and make essential adjustments in the lesson to account for that handicap.

A. Identify
  1. Career Education elements that are implicit in the lesson plan
  2. Content that should be carried to the application stages

B. Write Career Education objectives for the lesson.

C. Develop strategies for implementing the objectives.

D. Explain how the objectives are to be evaluated.

E. List appropriate resources.

and/or

II. Write a staff development "lesson plan" for use in your system. A possible topic would be: Use of Community Resources in Enriching the Vocational Development of Exceptional Students.

A. Infuse Career Education elements in the lesson plan -- particularly the elements "Beginning Competency" and "Attitudes and Appreciations". Remember, you are preparing people for new job roles.

B. Indicate how you would evaluate the session.

C. Actually implement and evaluate your plan in your school system.

POSSIBLE ACTIVITIES IN YOUR SCHOOL SYSTEM

I. Ask the teachers who work with you to select a class session for Career Education Infusion. Retrace with them the steps they took in arriving at this decision.

II. Work with members of the school staff on a lesson dealing with decisions handicapped students have to make, underscoring the process through which such decisions are made:

  A. To tell or not to tell an employer about the disability

  B. To accept your disability or to "fight" it

  C. To accept a job that is below your ability because your handicap limits your job opportunities

III. Prepare a memo to your staff concerning a possible infusion of decision-making in a class session. Assist your staff to develop, implement, and evaluate such a plan.

IV. Work out a decision-making model that will be feasible for, and can be taught to students in TMR range.

A MATTER OF SURVIVAL

During the summer of 1970, you are on a flight to visit the World's Fair in Osaka, Japan, when an explosion aboard the plane disables the controls and the plane is forced to crash land on a nearby barren island. You are among 15 passengers who survive the crash. With radio not functioning and drinking water and food sufficient for only three weeks for the survivors, the group decides after 3 days of waiting that there would be little likelihood of rescue unless an attempt is made to sail and row the life raft 500 miles to a series of islands populated by natives, some of whom are believed to be unfriendly headhunters. The raft will hold no more than five persons and supplies for a 10 day trip. The group must determine who should be chosen to go to seek help and who to stay.

The following are the survivors and their backgrounds:

	SURVIVOR	ETHNIC BACKGROUND	SEX	AGE
1.	registered nurse	B	F	33
2.	teacher	B	F	27
3.	linguist, familiar in South Seas dialects	B	F	52
4.	plane navigator	W	M	27
5.	doctor	W	F	60
6.	wrestler	B	M	30
7.	plane captain	B	M	51
8.	Museum of Natural History naturalist, familiar with South Seas tribes & geography	W	F	24
9.	Army major general	W	M	58
10.	South Seas island fishing boat captain	W	M	47

	SURVIVOR	ETHNIC BACKGROUND	SEX	AGE
11.	Olympic long distance swimming star	B	M	21
12.	weather bureau expert	W	F	37
13.	college varsity rowing team star	B	M	34
14.	rifle shooting expert with gun & ammunition	W	M	34
15.	army survival training sergeant	B	M	40

OCCUPATIONAL INFORMATION
Content

I. Reasons for Occupational Information in Career Education

  A. To familiarize student with the world of work

  B. To encourage curiosity

  C. To extend occupational horizons of students

  D. To encourage formulation of positive attitudes toward work

  E. To help with decision making for future training or job

II. Manpower Information
(occupational patterns and trends: current and anticipated)

  A. Distribution of manpower
    1. Goods producing
    2. Service producing

  B. Changes in
    1. Life expectancy (occupational)
    2. Number of years spent in labor force
    3. Pre- and post-work life

  C. Employment and Unemployment
    Job information on:
    1. Special groups: women, minority groups, etc.
    2. Skills and crafts: in demand & obsolete
    3. Changing jobs, careers
    4. Summer jobs
    5. Local conditions

  D. Nature of work
    1. Work environment
    2. Physical demands

3. Aptitudes
4. Interests
5. Tools & equipment
6. Legal requirements
7. Unions
8. Discrimination
9. Preparation & method of entry
10. Apprenticeship
11. Learnings and advancement
12. Number and distribution of workers

E. Occupational information is only a stimulus. Knowledge of aptitudes, strengths, needs, interests, values, likes, fears is essential.

III. Sources of Occupational Information (Delivery Systems)

A. People and Institutions
   1. School and college placement officers
   2. Employment services: private and public
   3. Chamber of Commerce
   4. Personnel directors
   5. Labor unions
   6. Government bureaus
   7. School alumnae
   8. Educational publishers

B. Literature
   1. When published (consider rate of change)
   2. Where published (geographical limitations)
   3. Who published it
   4. Why was it written?
   5. How were the facts collected?

C. Other
   1. Plant visits
   2. Audio-visual materials
   3. Role playing
   4. Work experience

IV. Administrative & Operational Aspects

A. How to build a library:
   1. With a budget
   2. Without money
      a. Free literature
      b. Clippings
      c. Directories
      d. Review copies

B. Classification and filing of literature
   1. Alphabetical files
   2. D.O.T. (job families)

C. Classifying jobs
   1. According to activities
   2. According to function
   3. According to product
   4. According to employer
   5. According to school subjects which have bearing
   6. According to interests
      a. Measured
      b. Expressed
   7. According to clusters

D. Characteristics of a good filing system
   1. Provids a safe place for materials
   2. Has only one designated location for each item
   3. Is easy to use
   4. Brings together as many materials as possible on any industry and employer
   5. Is expandable

OCCUPATIONAL INFORMATION

Demonstration

I. Objective

To demonstrate ways to find out about occupations.

II. **Materials:** Interview

III. Activity

A. Students will bring knowledge of three occupations.

B. A list of all the occupations will be assembled. (There should be more than 100.)

C. Occupations will be discussed.

IV. Questions

A. Did the name of the occupation differ from the activity described?

B. Did most people interviewed think they were in charge of their careers?

C. How did the interviewees find their jobs?

D. What seemed to be most people's level of aspiration?

E. Did people seem to be aware of how to advance (career paths?)?

F. Other ways to find out about occupations?

Please interview three individuals in occupations other htan your own. Do not interview colleagues or relatives. Be prepared to report at the next class session.

Questions to cover during the interview.

1. What is your occupation?

2. What do you do?

3. Do you like what you are doing?

4. (Depending on response to #3):
   What's good about it? or What would you rather do?

5. How did you get where you are now?

6. What can you picture yourself doing ten years from now?

OCCUPATIONAL INFORMATION

Laboratory Activity

I. Objective

Practice in appraising occupational literature.

II. Materials

- A. Guide to apprasing occupational literature.
- B. Various occupational pamphlets

III. Activity

- A. Students will evaluate materials according to guidelines.
- B. Students will indicate whether to use pamphlets or whether to discard them.

IV. Questions to be discussed

- A. If pamphlet is to be used, how will it be used?
- B. If it is to be discarded, note reasons for doing so.
- C. How would one conduct a survey of local occupational opportunities?*
- D. It is said that "Placement is the ultimate test of the school's commitment to its students". What does that mean?
- E. How would one set up a placement service for students?
- F. What occupations does one find in the average school building beside teachers and administrators?

*
Include: A. What are the jobs?
B. Where are the jobs?
C. Beginning and advanced jobs?
D. Education & background needed?

APPRAISING OCCUPATIONAL LITERATURE

(From: Hoppock, R., OCCUPATIONAL INFORMATION, 3rd, ed., McGraw-Hill, N.Y., 1967)

In appraising occupational literature the reader will do well to memorize and to always ask himself at least five questions:

WHEN? WHERE? WHO? WHY? HOW?

WHEN? was the book published? Examine the copyright date of the books! Occupational books and pamphlets that are obsolete should be burned or sold as scrap paper. In appraising any publication the user should consider how rapid is the rate of change in the kind of information he seeks.

WHERE? All original occupational research has some kind of geographical limitation. It may cover conditions in one company, one city, one state or one nation. Careful appraisal therefore requires careful scrutiny of the evidence upon which the author has based his statements.

WHO? Apprais the quality of authorship. In general, the best material is that written by persons whose full-time job is occupational research.

WHY? Some occupational literature is written for the purpose of recruiting, some for the purpose of entertainment. It is often biased, emphsizing attractions, omitting slight disadvantages and sometimes intentionally conveying a false impression regarding opportunities, requirements or rewards. A few occupational articles are written for the express purpose of discouraging competition.

HOW? This question applies both to how the facts are collected and how they are presented. "Questionnaire research has been described as a method of summarizing ignorance." Much occupational information has been collected by questionnaire. Some occupational literature is based solely on library research. It is as good or as bad as the original studies which the author consulted. By inquiring about, and by carefully noting how the information for any publication was collected, the user can sometimes get a much clearer idea of its probable accuracy.

ASSESSMENT

About Your District or School

1. What Career Education activities are being developed/have been implemented in your district or school?

2. What kinds of school-community partnerships are functioning in your district or school?

   ______ Advisory groups
   ______ Educational programs
   ______ Speakers bureaus
   ______ Facility exchanges
   ______ Parent groups
   ______ Business and labor consultants
   ______ Rehabilitation agency arrangements
   ______ Other

3. Do you offer handicapped students

   ______ Industrial arts
   ______ Career Counseling
   ______ Vocational Education
   ______ Vocational rehabilitation
   ______ Activities of daily living

4. Is there a Career Education resource center in your district or school?

   Yes ___ No ___ If yes, describe.

5. Does your system or school provide transportation for handicapped students?
Yes____ No____

6. Does this system have an organized Career Education program for handicapped students?
Yes____ No____ If yes, describe.

About your Students

7. How many students do you serve? (Give information by age or grade level and nature of handicap if these figures are available.)

8. What are the career related needs and interests of these students?

And their parents?

9. What are current and proposed curricular, educational and administrative programs and structures to meet these needs and interests?

10. What provisions have been made for placing handicapped students in jobs and/or educational programs when they leave school?

About School Personnel

11. How many instructional personnel do you work with?

What are their areas of specialization?

12. Do you work with additional support staff?

13. How do you perceive training needs of instructional and support personnel?

About your Community

14. Briefly describe the community you serve:

Size

Major business/industrial firms

Potential for resource development

15. Is the community currently being utilized as an educational environment?

16. What techniques are used to keep the community informed about your program and activities?

Career Education of the Handicapped Student

Career Education Perspective

Directions: Listed below are some ideas about career education. In each instance, please circle the appropriate letters to indicate the degree of your agreement or disagreement with the statement.

Am = Agree much
As = Agree somewhat
Ad = You neither agree much nor disagree much with the statement.
Ds = Disagree somewhat
Dm = Disagree much

---

1. Career education is one of the first attempts to introduce a vocational component in the school programs. Am As Ad Ds Dm
2. Career education concerns mostly the secondary school student. Am As Ad Ds Dm
3. There is an abundance of special education career education programs throughout the United States. Am As Ad Ds Dm
4. Career education for the handicapped student is almost exactly the same as career education for other students. Am As Ad Ds Dm
5. Most special educators have some career education skills. Am As Ad Ds Dm
6. Career education is primarily for the student who is not going on to college. Am As Ad Ds Dm
7. Classroom teachers have a modest role to play in the career education of their students. Am As Ad Ds Dm
8. One of the goals of career education is to reform all of education -- vocational or not. Am As Ad Ds Dm
9. Career education is best provided through special courses and units dealing with this area of concern. Am As Ad Ds Dm

10. In order for a school to have a good career education program for handicapped students, it will have to make major alterations in its present curriculum.
Am As Ad Ds Dm

11. Career education deals almost exclusively with the work that people are and can be doing.
Am As Ad Ds Dm

12. There are certain developmental periods in a handicapped child's life at which career education provisions are even more important than at other times. Am As Ad Ds Dm

13. An important aspect of career education is academic and interprofessional skills. Am As Ad Ds Dm

14. A unique feature of career education is teaching students to clarify their values and to make viable decisions. Am As Ad Ds Dm

15. Since preschool children may not be able to attain a real understanding of work, it is not appropriate to have preschool career education programs that focus on vocational content. Am As Ad Ds Dm

16. Career education is still another education fad that like other fads before it will soon peak out and pass into limbo. Am As Ad Ds Dm

17. So much time is required to teach many handicapped students reading, writing, and computation, as well as dealing with health and behavior problems, that little class time is left for "frills" such as career education. Am As Ad Ds Dm

18. Career education is primarily an extension of industrial arts and vocational education.
Am As Ad Ds Dm

19. Any good special education program already has built into it adequate career education provisions.
Am As Ad Ds Dm

20. If a career education program really works, the handicapped student should arrive at a career choice by the time he completes secondary education.
Am As Ad Ds Dm

21. Students who are bound for college need career education less than other handicapped students. Am As Ad Ds Dm

22. Career education is mostly exposing children to information about work and encouraging them to make their own decisions. Am As Ad Ds Dm

23. With high rates of unemployment in this Country and with fewer severely handicapped students expecting to find unsheltered employment, there is less need for career education in the schools. Am As Ad Ds Dm

24. Career education programs appear exclusively in the schools. Am As Ad Ds Dm

25. The concept of work in career education is a concept of putting forth effort in return for appropriate remuneration. Am As Ad Ds Dm

26. Once a student decides on the career he will follow, his need for career education diminishes. Am As Ad Ds Dm

27. Students often have less difficulty learning the content of career education than other subjects in the school curriculum. Am As Ad Ds Dm

28. The educable mentally retarded need career education more than other exceptional student groups. Am As Ad Ds Dm

29. If the schools do not provide career education, this will not be depriving for exceptional students since rehabilitation and other community agencies will fill the gap. Am As Ad Ds Dm

30. There are many colleges and universitites where a student in special education can train to become a career education specialist for handicapped children. Am As Ad Ds Dm

31. A major career education deterrent in the schools is teachers' white collar bias. Am As Ad Ds Dm

32. Acquiring knowledge of oneself is even more important in the career education of handicapped students than acquiring a knowledge of the world of work. Am As Ad Ds Dm

33. The exact choice of an occupation by a student is less important than what he becomes as a person. Am As Ad Ds Dm

34. There is little resistance among classroom teachers to incorporating career education into their programs. Am As Ad Ds Dm

35. Business and labor tend to contribute relatively little to career education programs in actual practice. Am As Ad Ds Dm

36. Since exceptional children got along pretty well without career education in the past, there really is no emergency right now. Am As Ad Ds Dm

37. There is a definitive and useful theory of career education available to special educators. Am As Ad Ds Dm

38. With few exceptions, parents welcome career education programs and can be counted upon to make important contributions to it. Am As Ad Ds Dm

39. The value of career education is self-evident. Am As Ad Ds Dm

KEY TO ORGANIZATION OF:

I. **BASIC CAREER EDUCATION ACTIVITIES**

- A. Mastery of Basic Career Concepts
- B. Mastery of Basic Career Education Skills
- C. Mastery of Basic Career Education Organizational Structures
- D. Mastery of Basic Career Education Planning and Programming Activities
- E. Application of Basic Career Education Variables to Exceptional Students

II. **CAREER EDUCATION AND THE EXCEPTIONAL STUDENT**

- A. Career Education Evaluation
- B. Self-Care and Prevocational Training
- C. Academic Skills
- D. Social Skills
- E. Counseling and Guidance
- F. Skills Training
- G. College
- H. Employment

III. **CAREER EDUCATION AND THE FAMILY OF THE HANDICAPPED STUDENT**

IV. **CAREER EDUCATION AND THE COMMUNITY OF THE HANDICAPPED STUDENT**

- A. Rehabilitation Agencies
- B. Health Care Givers
- C. Other Community Agencies
- D. The Community, in General

NAME ______________________________

SCHOOL SYSTEM ______________________________

TAKING STOCK OF CAREER EDUCATION FOR EXCEPTIONAL STUDENTS IN YOUR SCHOOL SYSTEM

KNOWLEDGES AND UNDERSTANDINGS IN CAREER EDUCATION

	Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
	Yes	No	Yes	No	Yes	No
1. (IA) Develop an understanding of the scope and dimensions of Career Education						
2. (IE) State a personal philosophy of Career Education for exceptional students						
3. (IA) Differentiate between Career Education and vocational education						
4. (IA) Identify the characteristics of a good Career Education program						
5. (IVD) Identify business, industrial and community resources to use in Career Education programming for exceptional students						
6. (IA) Identify special problems encountered by women and particularly handicapped women in the world of work						

	Is this being done with exceptional students in a		Have you done this yourself?		Can you now teach this skill to educators?	
	Yes	No	Yes	No	Yes	No
7. (IE) Name the career education needs of exceptional students						
8. (IE) Identify procedures for developing vocational maturity in the exceptional						
9. (IIA) Identify the vocationally-related developmental characteristics of: a. an elementary student b. a middle school student c. a high school student						
10. (IA) Identify the variety of self characteristics that make up personal identity						
11. (IA) Define interests in contrast to needs and values						
12. (IA) Relate careers to values, interests, and goals						
13. (IA) Differentiate between extrinsic and intrinsic values						
14. (IE) Define within the context of career education programming for exceptional students: a. self awareness b. appreciations & attributes c. decision making d. educational awareness						

	Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
	Yes	No	Yes	No	Yes	No
e. career awareness						
f. economic awareness						
g. skill awareness & beginning competence						
h. employability skills						
15. (IA) Relate reading achievement to vocational development						
16. (IA) Relate speech achievement to vocational development						
17. (IA) Relate computational achievement to vocational development						
18. (IA) Relate writing achievement to vocational development						
19. (IA) Relate subject matter achievement to vocational development						
20. (IVA) Have a detailed working knowledge of the legislation and procedures that govern state rehabilitation agencies						

DEVELOPMENTAL ACTIVITIES IN CAREER EDUCATION

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
21.	(IE)	Work with self-help groups of handicapped students and adults in formulating the career education program.						
22.	(II)	Develop a system for using parents in the career education program for exceptional students.						
23.	(III)	Develop a parent orientation to career possibilities and problems of exceptional students at various age and developmental levels.						
24.	(IVD)	Establish a plan for involving the business and labor community in a career education program for exceptional students.						
25.	(IIH)	Establish procedures to provide placement and training opportunities for exceptional students.						
26.	(IVD)	Develop cooperative relationships with hospitals, clinics, rehabilitation centers, institutions, colleges and universities, community guidance agencies placement services, and other organizations that assign each a specific career education						

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
27.	(IB)	Develop a work-study program.						
28.	(ID)	Plan individualized instructional programs in Career Education.						
29.	(ID)	Plan self-care instructional programs for individual students on the basis of self-care evaluation findings.						
30.	(ID)	Develop guidelines to assist school personnel to overcome the perpetuation of stereotypic images of women and work						

UTILIZATION OF INFORMATION & RESOURCES IN CAREER EDUCATION

			Yes	No	Yes	No	Yes	No
31.	(ID)	Utilize data concerning individual vocational development in planning career education programs for exceptional students						
32.	(III)	Utilize parents as a resource in Career Education activities						

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill tc educators?	
			Yes	No	Yes	No	Yes	Nc
33.	(IVA)	Use the resources of state and voluntary rehabilitation agencies in the career education program.						
34.	(IB)	Use interdisciplinary inter-agency evaluation conferences that include students and parents to plan students' career development experiences.						
35.	(IVD)	Utilize business, industrial and community resources in instructional activities for exceptional students						
36.	(IIA)	Select and use an interest inventory relevant to age and reading level						
37.	(IB)	Use information on values transmitted by the environment for instructional and/or guidance purposes						
38.	(IB)	Develop and use values clarification simulations						
39.	(IB)	Identify and use a job classification system						

	Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
	Yes	No	Yes	No	Yes	No
40. (IB) Use the Dictionary of Occupational Titles and the Occupational Outlook Handbook						
41. (IB) Use a learning capacities screening instrument						
42. (IB) Understand and use a full Learning Capacities Report to facilitate student progress in the Career Education program.						
43. (IB) Use sex-fair guidelines to identify sexist treatment of materials						
PROGRAM & INSTRUCTIONAL ACTIVITIES IN CAREER EDUCATION						
44. (IB) Build an occupational library at little or no cost						
45. (IB) Compile and maintain a career information resource file						
46. (IB) Locate information on current and anticipated occupational patterns and trends						

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
47.	(IB)	Develop a model for implementing career education objectives in the curriculum						
48.	(IB)	Infuse Career Education concepts and activities into a lesson/unit plan						
49.	(ID)	Integrate Career Education objectives, concepts and activities into the existing curriculum for exceptional students						
50.	(IB)	Design and implement instructional and/or counseling activities to implement concepts related to: a. self awareness b. appreciations & attitudes c. decision making d. educational awareness e. career awareness f. economic awareness g. skill awareness and beginning competence h. employability skills						

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
51.	(IB)	Demonstrate the career implications of a variety of subject matter areas						
52.	(IIB)	Relate the Career Education elements to individual subject areas						
53.	(IIC)	Develop basic academic skills in exceptional students through Career Education instructional techniques						
54.	(IB)	Set up a business-oriented activity in the elementary school setting						
55.	(IVD)	Provide career-oriented learning experiences for exceptional students outside the school setting						
56.	(IE)	Develop career exploration experiences for exceptional students						
57.	(IIA)	Interpret interest inventory results in a group setting						

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
58.	(IB)	Build classroom experiences on the results of interest inventories for various age levels						
59.	(IE)	Develop step by step procedures exceptional students need to use to reach a goal						
60.	(IA)	Analyze decision making procedures						
61.	(IB)	Demonstrate a lesson dealing with decisions exceptional students have to make						
62.	(IB)	Plan & conduct a Career Education field trip						
63.	(IB)	Develop an interview questionnaire						
64.	(IE)	Relate career education activities to medical and psychological information about the student						

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
65.	(IIA)	Plan and implement a worksample evaluation of exceptional students.						
66.	(IIA)	Plan and implement a vocational testing program for evaluating exceptional students						
67.	(IIA)	Plan and implement an observational evaluation program of exceptional students.						
68.	(IIA)	Plan and implement a career interview evaluation system for exceptional students.						
69.	(IB)	Build in a learning capacities component into the career education program.						
70.	(IE)	Individualize the career education program to meet the individual needs of each exceptional child.						

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
71.	(IA)	Ascertain the vocational development level of exceptional students						
72.	(IE)	Adapt existing career education materials to the needs of different groups of exceptional students						
73.	(IE)	Assist regular educators and guidance counselors to serve handicapped students in the school's existing career education program when handicapped students have been mainstreamed.						
74.	(IE)	Provide career education advocacy for the handicapped student enrolled in regular schools and classes						
75.	(IID)	Organize self-groups of handicapped students which can serve as sources of "political" pressure on the non-handicapped students and faculty of a school system.						
76.	(IIE)	Counsel handicapped students and adults who counsel them.						

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	NO
77.	(IIE)	Conduct group guidance sessions for exceptional students.						
78.	(IIB)	Evaluate the self-care activities of exceptional students at every level.						
79.	(IIA)	Evaluate exceptional student's performance in Career Education activities.						
80.	(IIG)	Conduct career education inservice training for special educators.						
81.	(IIG)	Supervise special educators in their career education activities.						
82.	(IVD)	Promote community awareness of the career education program for handicapped students.						
83.	(IVD)	Assume positive and dynamic leadership in career education for the handicapped in the school system and the community						

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	NO	Yes	No	Yes	NO
84.	(IC)	Initiate and supervise special career education "events" such as career fairs, college days, etc.						
85.	(IIA)	Evaluate the school system's Career Education program for exceptional students.						
86.	(IV ABC)	Coordiante the complex of vocationally-related agencies concurrently serving handicapped students						
87.	(IIF)	Assisting skills training programs in the school and community to take into account and maximize students' learning capacities.						
88.		Initiate and maintain a part-time, week-end, and summer employment program for exceptional students.						
89.	(IE)	Prepare grant proposals for special career education projects for exceptional students.						

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
90.	(IE)	Interpret the career education program for the handicapped to the community, school staff, and other professional workers.						
91.	(IE)	Orient and train career educators to fill vital roles in the special education career education program.						
92.	(IVC)	Establish and maintain an educationally meaningful relationship with a local sheltered workshop.						
93.	(IIG)	Establish consultative and leadership ties with a local college or university that has career education resources for the handicapped.						
94.	(IIG)	Establish linkages with colleges and universities which selected handicapped students may attend after graduation.						